Idaho English Language Arts/Literacy

Grade 5

Adopted 2022

Foundational Reading

Phonics and Decoding

3. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-level multisyllabic words (e.g., disallow, misinform, transaction) in context and out of context. 5.FR.3

Reading Comprehension

Text Complexity

1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. 5.RC.1

Volume of Reading to Build Knowledge

2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. 5.RC.2

Textual Evidence

3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately. 5.RC.3

Reading Fluency

4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension. 5.RC.4

Literature

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5. Use evidence from literature to demonstrate understanding of grade-level texts. 5.RC.5

   a. Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details. 5.RC.5.A

   b. Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts. 5.RC.5.B

   c. Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text. 5.RC.5.C

   d. Explain how a narrator's or speaker's point of view influence how events are described in stories, plays, or poems. 5.RC.5.D

   e. Compare and contrast stories in the same genre on their approaches to similar themes. 5.RC.5.E

Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 5.RC.6

   a. Explain the central ideas of texts, including how they are developed using details; summarize texts. 5.RC.6.A

   b. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts. 5.RC.6.B

   c. Explain how series of chapters or sections fit together to provide the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect). 5.RC.6.C

   d. Explain how authors use evidence and reasons to support specific claims in texts, identifying which reasons and evidence support which claims. 5.RC.6.D

   e. Integrate information from several texts on the same event or topic to demonstrate a coherent understanding of the information. 5.RC.6.E

Vocabulary Development

Word Building

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. 5.VD.1

   a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase. 5.VD.1.A

   b. Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., biography, biology, biohazard). 5.VD.1.B

   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases. 5.VD.1.C

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2. Determine how words and phrases provide meaning and nuance to grade-level texts. 5.VD.2

   a. Recognize and explain the meaning of figurative language such as metaphors and similes, in context. 5.VD.2.A

   b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused). 5.VD.2.B

Academic Vocabulary

3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing. 5.VD.3

Research Strand

Inquiry Process to Build, Present, and Use Knowledge

1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images. 5.RS.1

Deep Reading on Topics to Build Knowledge

2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) 5.RS.2

Writing Strand

Range of Writing

1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. 5.W.1

2. Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas, and reasons that are logically grouped and provide a concluding section. 5.W.2

3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section. 5.W.3

4. Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events. 5.W.4

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5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas. 5.W.5
6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.) 5.W.6

Handwriting and Keyboarding

7. Write in cursive legibly and fluently by hand with a consistent form and recognizable signature. 5.W.7
8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills. 5.W.8

Oral and Digital Communications Strand

Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion. 5.ODC.1
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 5.ODC.2
3. Summarize the major points a speaker makes and explain how each is supported by reasons and evidence. 5.ODC.3
4. Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace. 5.ODC.4

Digital Communications

5. Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv). 5.ODC.5
6. Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently. 5.ODC.6
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text presented digitally. 5.ODC.7

Grammar and Conventions

Grammar and Usage

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1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 5.GC.1
    a. Form and use irregular verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences. 5.GC.1.A
    b. Recognize and correct inappropriate shifts in verb tense and number. 5.GC.1.B
    c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function. 5.GC.1.C
    d. Ensure subject-verb and pronoun-antecedent agreement. 5.GC.1.D
    e. Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence. 5.GC.1.E
    f. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 5.GC.1.F
    g. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 5.GC.1.G

Mechanics

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 5.GC.2
    a. Commas before a coordinating conjunction. 5.GC.2.A
    b. Commas to separate an introductory element from the rest of the sentence (e.g., Yes, thank you, It's true, isn't it?). 5.GC.2.B
    c. Underlining, quotation marks, or italics to indicate titles of works. 5.GC.2.C
3. Spell grade-level words correctly, including commonly confused words (e.g., its/it's, affect/effect). 5.GC.3