Indiana English/Language Arts Content Connectors

# Grade 5

## Reading Foundations RF

**1 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes)** 5.RF.1

- a Identify most letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar or multisyllabic words in context. (E) 5.RF.1A

**2 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.** 5.RF.2

- a Read longer texts including common, regularly and irregularly spelled words with appropriate fluency including rate, accuracy, and prosody. 5.RF.2A

## Reading Comprehension

**1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)** 5.RC.1

- a Identify at least one quote from a text to explain what a text says explicitly or implicitly. (E) 5.RC.1A

**2 Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (E)** 5.RC.2

- a Use details from a story, play, or poem to determine the theme, and summarize the text. (E) 5.RC.2A

**3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text and how they impact the plot.** 5.RC.3

- a Use specific details in a text to describe the traits of at least two characters, settings, or events in a story or play; explain how the plot might change if these traits were different. 5.RC.3A

**4 Describe how a narrator's or speaker's point of view influences how events are portrayed.** 5.RC.4

- a Identify a narrator's or speaker's point of view, and explain how that point of view influences how events are portrayed. 5.RC.4A

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

- Compare and contrast how two stories from the same genre approach similar themes or topics. 5.RC.5A

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6 **Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)** 5.RC.6

- a Identify more than one main idea of a text with key supporting details; summarize the text. (E) 5.RC.6A

7 **Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.** 5.RC.7

- a Use text features in multiple print and digital sources to locate information and gain meaning about a specific topic. (E) 5.RC.7A

8 **Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)** 5.RC.8

- a Compare and contrast the organizational structures of two or more nonfiction texts. (E) 5.RC.8A

9 **Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)** 5.RC.9

- a Identify an author's claim and at least two reasons or pieces of evidence that support that claim. (E) 5.RC.9A

10 **Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.** 5.RC.10

- a Combine information from two texts or digital resources on the same topic in order to demonstrate knowledge about the subject. 5.RC.10A

11 **Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.** 5.RC.11

- a Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words. (E) 5.RC.11A

12 **Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.** 5.RC.12

- a Identify and demonstrate knowledge of word relationships, including more complex multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. 5.RC.12A

13 **Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). (E)** 5.RC.13

- a Identify and use word structure elements including common suffixes, prefixes, common Greek and Latin affixes or roots, word patterns, and/or basic parts of speech to help determine meaning. 5.RC.13A

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**Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).** 5.RC.14

a Identify the meaning of words and phrases, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion) used in a text, and determine how their use adds meaning to a work of literature. 5.RC.14A

**Writing** W

1 **Write persuasive compositions in a variety of forms that: a. Clearly present a position in an introductory statement to an identified audience. b. Support the position with qualitative and quantitative facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Use language appropriate for the identified audience. e. Connect reasons to the position using words, phrases, and clauses. f. Provide a concluding statement or section related to the position presented. (E)** 5.W.1

a Write a persuasive piece on a selected topic that: a. Presents a position in an introductory statement to an identified audience. b. Supports the opinion with at least two qualitative or quantitative facts and details from at least two provided sources, including texts. c. Uses a provided organizational structure to group related ideas that support the purpose. d. Uses connecting words or phrases between the opinion and reason(s). e. Provides a concluding statement related to the position presented. (E) 5.W.1A

2 **Write informative compositions on a variety of topics that: a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. c. Connect ideas within and across categories using transition words (e.g., therefore, in addition). d. Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension. e. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. f. Provide a concluding statement or section related to the information or explanation presented. (E)** 5.W.2

a Write an informative piece on a selected topic that: a. Introduces a topic; organizes sentences and paragraphs logically, using an organizational form that suits the topic. b. Uses at least three examples, facts, quotations, or other information from sources to give clear support for topics. c. Connects ideas within and across categories using at least two transition words (e.g., therefore, in addition). d. Includes at least two text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension. e. Uses appropriate language, vocabulary, and sentence variety to convey meaning. f. Provides a concluding statement or section that relates to the information presented. (E) 5.W.2A

3 **Write narrative compositions in a variety of forms that: a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. d. Use precise and expressive vocabulary and figurative language for effect. e. Provide an ending that follows from the narrated experiences or events. (E)** 5.W.3

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a Write a narrative that: a. Establishes an introduction with some context to allow the reader to begin to understand the setting and situation, or introduces a narrator and/or characters. b. Develops an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. c. Uses at least two lines of dialogue and at least one more narrative technique (i.e., description, pacing) to develop experiences and events or show the responses of characters to situations. d. Uses at least one example of expressive vocabulary or figurative language for effect. e. Provides an ending that follows the narrated experiences or events. (E) 5.W.3A

4 **Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. b. Use technology to interact and collaborate with others to publish legible documents.** 5.W.4

a Apply the writing process to – a. Plan by generating and recording ideas for writing through discussions, pictures, drawings, and/or provided reference materials about a topic or experience; b. Select a topic, purpose, and genre. c. Develop drafts in written form by organizing or sequencing ideas relevant to topic, purpose, or genre, using a graphic organizer. d. Use varied forms of provided feedback (e.g., questions related to sequence details, adding words or ideas and/or pictures) to revise writing by adding events and/or details using pictures or words and/or reordering ideas or events. e. Edit writing for conventions including: capitalization; end punctuation, apostrophes, quotation marks, and commas; and/or applying correct spelling patterns and generalizations. f. Use available and familiar technology to interact and collaborate with others and produce and publish writing. 5.W.4A

5 **Conduct research assignments and tasks on a topic. a. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). b. Identify and acquire information through reliable primary and secondary sources. c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. d. Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia). e. Present the research information, choosing from a variety of sources. (E)** 5.W.5

a Conduct research on a topic. a. Identify a topic or question of interest from provided sources of information (e.g., How do magnets work?). b. Use organizational features of at least three provided print and/or digital sources to efficiently locate information. c. Organize and/or summarize important ideas; include direct quotations where appropriate, and cite the source of information. d. Present information that has been gathered, choosing an appropriate format. (E) 5.W.5A

6 **Demonstrate command of English grammar and usage, focusing on: a. Verbs – I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses. II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. c. Usage –**

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**Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)** 5.W.6

a Correctly apply English grammar and usage focusing on: a. Verbs – I. Producing simple sentences that use the correct verb tenses (e.g., I have walked, I had walked, I will have walked). II. Demonstrate knowledge of the correct use of common verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). b. Prepositions – Identifying prepositional phrases and/or producing simple sentences that include prepositional phrases. c. Usage – With the aid of cloze activities, producing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences using correlative conjunctions (e.g., either/or, neither/nor). (E) 5.W.6A

7 **Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Applying correct usage of capitalization in writing. b. Punctuation – I. Applying correct usage of apostrophes and quotation marks in writing. II. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)** 5.W.7

a Apply capitalization, punctuation, and spelling conventions, focusing on: a. Correct use of capitalization throughout writing. b. Punctuation – I. Correctly using apostrophes. II. Correctly using quotation marks. III. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, or to indicate direct address. c. Spelling -- Use assistive technology or tools for spell checking so that words in compositions use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs). (E) 5.W.7A

## Communication and Collaboration CC

1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)** 5.CC.1

a Participate in more than two collaborative discussions (one-on-one, in groups, and/or teacher-led) on instructional-level topics or texts, and respond to one or more ideas expressed during each discussion. (E) 5.CC.1A

2 **Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (E)** 5.CC.2

a Ask and answer questions that contribute to the discussion or make comments that elaborate on the remarks of others. (E) 5.CC.2A

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3 **Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)** 5.CC.3

a Orally summarize or respond to a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and/or orally. (E) 5.CC.3A

4 **Use appropriate language to present on a topic or text, or provide a narrative or opinion that organizes ideas appropriately using effective introductions and conclusions. Use appropriate structure, facts, and relevant, descriptive details to support main ideas or themes, speaking at an understandable pace and in a clear and concise manner. (E)** 5.CC.4

a Present on a topic or text, or provide a short narrative or opinion with a clear beginning, middle, and end, that includes at least three facts, or relevant, descriptive details to support a main idea or theme. (E) 5.CC.4A

5 **Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.** 5.CC.5

a Develop presentations for different purposes that include more than one multimedia component and/or visual displays when appropriate to emphasize or enhance the development of main ideas and/or themes and engage the audience. 5.CC.5A

6 **Review claims made in various types of media and evaluate evidence used to support these claims.** 5.CC.6

a Identify a claim presented in a multimedia format and evaluate evidence used to support the claim. 5.CC.6A

7 **Identify the role of the media in focusing people's attention on events and in forming their opinions on issues. (E)** 5.CC.7

a : Identify the ways in which the media focus people's attention on events and work to form their opinions on issues. (E) 5.CC.7A