Iowa Essential Elements for English Language Arts

# Grade 5

## Reading Standards for Literature

### Key Ideas and Details

1 Identify words in the text to answer a question about explicit information. EE.RL.5.1

2 Identify the central idea or theme of a story, drama or poem. EE.RL.5.2

3 Compare two characters in a familiar story. EE.RL.5.3

### Craft and Structure

4 Determine the intended meaning of multimeaning words in a text. EE.RL.5.4

5 Identify a story element that undergoes change from beginning to end. EE.RL.5.5

6 Determine the point of view of the narrator. EE.RL.5.6

### Integration of Knowledge and Ideas

7 Identify illustrations, tactual or multimedia elements that add to understanding of a text. EE.RL.5.7

9 Compare stories, myths, or texts with similar topics or themes. EE.RL.5.9

### Range of Reading and Level of Text Complexity

10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems. EE.RL.5.10

## Reading Standards for Informational Text

### Key Ideas and Details

1 Identify words in the text to answer a question about explicit information. EE.RI.5.1

2 Identify the main idea of a text when it is not explicitly stated. EE.RI.5.2

3 Compare two individuals, events, or ideas in a text. EE.RI.5.3

### Craft and Structure

4 Determine the meanings of domain- specific words and phrases. EE.RI.5.4

5 Determine if a text tells about events, gives directions, or provides information on a topic. EE.RI.5.5

6 Compare two books on the same topic. EE.RI.5.6

### Integration of Knowledge and Ideas

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Locate information in print or digital sources. EE.RI.5.7

8 Identify the relationship between a specific point and supporting reasons in an informational text. EE.RI.5.8

9 Compare and contrast details gained from two texts on the same topic. EE.RI.5.9

**Range of Reading and Level of Text Complexity**

10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts. EE.RI.5.10

## Reading and Writing Standards: Foundational Skills

**Phonics and Word Recognition**

3 Use letter-sound knowledge to read words. EE.RF.5.3

a Read common sight words and decode single syllable words. EE.RF.5.3.A

**Fluency**

4 Read words in text. EE.RF.5.4

a Use context to confirm or self-correct word recognition and understanding, rereading as necessary. EE.RF.5.4.A

c Use context to confirm or self-correct word recognition when reading. EE.RF.5.4.C

## Writing

**Text Types and Purposes**

1 Write opinions about topics or text. EE.W.5.1

a Introduce a topic or text and state an opinion about it. EE.W.5.1.A

b Provide reasons to support the opinion. EE.W.5.1.B

2 Write to share information supported by details. EE.W.5.2

a Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. EE.W.5.2.A

b Provide facts, details, or other information related to the topic. EE.W.5.2.B

3 Write about events or personal experiences. EE.W.5.3

a Write about an experience or event including three or more events in sequence. EE.W.5.3.A

**Production and Distribution of Writing**

4 Produce writing that is appropriate for an explicitly stated task or purpose. EE.W.5.4

5 With guidance and support from adults and peers, plan before writing and revise own writing. EE.W.5.5

6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. EE.W.5.6

**Research to Build and Present Knowledge**

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Conduct short research projects using two or more sources. EE.W.5.7

8 Gather and sort relevant information on a topic from print or digital sources into given categories. EE.W.5.8

9 Use information from literary and informational text to support writing. EE.W.5.9

a Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”). EE.W.5.9.A

b Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”). EE.W.5.9.B

**Range of Writing**

10 Write routinely for a variety of tasks, purposes, and audiences. EE.W.5.10

## Speaking and Listening

**Comprehension and Collaboration**

1 Engage in collaborative discussions. EE.SL.5.1

a Come to discussion prepared to share information. EE.SL.5.1.A

b Carry out assigned role in a discussion. EE.SL.5.1.B

c Ask questions related to information in a discussion. EE.SL.5.1.C

d Make comments that contribute to the discussion and link to the remarks of others. EE.SL.5.1.D

2 Identify the explicitly stated main idea of a text presented orally or through other media. EE.SL.5.2

3 Identify the reasons and evidence supporting a specific point. EE.SL.5.3

**Presentation of Knowledge and Ideas**

4 Report on a familiar topic or text or present an opinion including related facts. EE.SL.5.4

5 Select or create audio recordings and visual/tactile displays to enhance a presentation. EE.SL.5.5

6 Differentiate between contexts that require formal and informal communication. EE.SL.5.6

## Language

**Conventions of Standard English**

1 Demonstrate standard English grammar and usage when communicating. EE.L.5.1

b Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, and told). EE.L.5.1.B

c Use frequently occurring conjunctions: and, but, or, for, because. EE.L.5.1.C

2 Demonstrate understanding of conventions of standard English. EE.L.5.2

e Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns. EE.L.5.2.E

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**Knowledge of Language**

3 Use language to achieve desired meaning when communicating. EE.L.5.3

a Communicate using complete sentences when asked. EE.L.5.3.A

**Vocabulary Acquisition and Use**

4 Demonstrate knowledge of word meanings. EE.L.5.4

a Use sentence level context to determine which word is missing from a content area text. EE.L.5.4.A

b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). EE.L.5.4.B

5 Demonstrate understanding of word relationship and use. EE.L.5.5

a Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.). EE.L.5.5.A

c Demonstrate understanding of words that have similar meanings. EE.L.5.5.C

6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words. EE.L.5.6