Minnesota English Language Arts

Grade 5

Adopted 2020

Grade 5

Reading

1. Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. R1.5.1
    1. Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns and word origin (French and Latin) to decode and comprehend unfamiliar multi-syllabic words in and out of context. R1.5.1.1.1
    2. Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension. R1.5.1.1.2

1. Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.5.1
    1. Read independently and monitor understanding of grade-level text; self-correct as needed, independently using strategies including, but not limited to, making inferences and connecting text to background knowledge. R2.5.1.2.1
    2. At grade 5 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.5.1.2.2
    3. Locate, select and read texts representing various perspectives and identities like and unlike their own, using various methods of searching for text (e.g., literary award lists, curated book lists, book reviews). R2.5.1.2.3

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.5.1
    1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. R3.5.1.3.1

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1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.5.1
    1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text. R4.5.1.4.1
    2. Determine a theme or central idea of a text and how it is developed or conveyed through specific details. R4.5.1.4.2
    3. Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary text. R4.5.1.4.3
    4. Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text. R4.5.1.4.4
1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.5.1
    1. Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a literary text. R5.5.1.5.1
    2. Identify the effects of the various informational text structures (including, but not limited to, sequence, chronology and description) on a text or part of a text. R5.5.1.5.2
    3. Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding in text. R5.5.1.5.3
1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.5.1
    1. Compare and contrast a firsthand and secondhand account, including those by Dakota and Anishinaabe authors, of the same event or topic; describe the differences in focus and the information provided. R6.5.1.6.1
    2. Compare texts published in different time periods related to influences on meaning, content or style of the texts. R6.5.1.6.2
    3. Analyze a text's placement on a continuum of fact to fiction, citing evidence. R6.5.1.6.3
1. Evaluate arguments and specific claims from complex informational texts. R7.5.1
    1. Identify an author's argument and how perspective and bias influence choices regarding evidence. R7.5.1.7.1
1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.5.1
    1. Demonstrate understanding of word relationships and nuances (e.g., connotative and denotative) in word meanings in stories, poems or songs. R8.5.1.8.1
    2. Interpret words and phrases in academic, technical and domain-specific vocabulary. R8.5.1.8.2

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1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.5.1
    1. Collect information from a variety of sources in different formats, representing diverse perspectives (e.g., interviews, videos, podcasts). R9.5.1.9.1
    2. Evaluate sources based on validity and credibility of information related to task and purpose. R9.5.1.9.2

Writing

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.5.2
    1. Use correct punctuation (including semi-colons and colons), spelling, capitalization and grammar authentically in writing. W1.5.2.1.1
    2. Apply spelling patterns and rules to spell words with French and Latin word origin authentically in writing. W1.5.2.1.2
    3. Use nouns, verbs, adjectives, adverbs (including relative adverbs) and pronouns (including relative pronouns) in sentences authentically in writing, building on skills from previous years. W1.5.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.5.2
    1. Write routinely for a range of tasks, purposes and audiences (e.g., personal interest, enjoyment, academic tasks). W2.5.2.2.1
    2. Write to reflect how personal identity has developed over time. W2.5.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.5.2
    1. Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit and publish. W3.5.2.3.1
    2. Use words, phrases, punctuation and sentences to convey ideas precisely, appropriate to intended audience and context. W3.5.2.3.2
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.5.2
    1. Write to argue, situating argument in an explanation of a broad topic, building on skills from previous years. W4.5.2.4.1
    2. Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years. W4.5.2.4.2

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2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.5.2
    1. Write to inform or explain, using precise, domain-specific vocabulary, developing subtopics, and grouping related information logically in chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years. W5.5.2.5.1
    2. Write to respond to the style, tone and plot of a literary text (e.g., writing personal reactions, analysis, and interpretation of text). W5.5.2.5.2
2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.5.2
    1. Write to create, using basic literary techniques including figurative language, hyperbole and personification to impact style, tone and plot in various literary forms (e.g., poetry, stories, plays). W6.5.2.6.1
    2. Use structure appropriate to chosen style and tone in written narratives, poetry or other creative text (e.g., chapters, stanzas, scenes). W6.5.2.6.2
2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.5.2
    1. Formulate questions independently and in collaboration with peers to guide inquiry. W7.5.2.7.1
    2. Plan and conduct independent research using sources to build and share knowledge of a topic, and share findings in writing. W7.5.2.7.2
2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.5.2
    1. Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts (e.g., copyright, fair use, creative commons). W8.5.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

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53. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.53

    1. Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. LSVEI1.5.3.1.1

        a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. LSVEI1.5.3.1.1.A

        b. Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others. LSVEI1.5.3.1.1.B

        c. Express one's own ideas, stories and experiences, linking to comments of others. LSVEI1.5.3.1.1.C

        d. Negotiate and compromise to support productive exchange of ideas. LSVEI1.5.3.1.1.D

        e. Identify and work toward a shared goal. LSVEI1.5.3.1.1.E

    2. Ask and respond to questions by making comments that demonstrate preparation for the discussion, contribute to the discussion and elaborate on the comments of others. LSVEI1.5.3.1.2

    3. Seek feedback from others, ask clarifying questions for understanding, and make decisions and adjustments. LSVEI1.5.3.1.3

53. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.53

    1. Use vocabulary, language, structure and features of spoken language to communicate ideas precisely, recognizing situational differences. LSVEI2.5.3.2.1

53. Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.53

    1. Report on a topic in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles, demonstrating understanding of ethical and safe communication practices. LSVEI3.5.3.3.1

    2. Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose and audience, demonstrating understanding of digital footprint. LSVEI3.5.3.3.2