Missouri English Language Arts

Grade 5

Adopted 2016

Reading R

1. **Develop and apply skills to the reading process.** R.1

   A. Comprehension R.1.A

      A. Develop and demonstrate reading skills in response to text by: 5.R.1.A

         a. Drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5.R.1.A.A

         b. Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text. 5.R.1.A.B

         c. Monitoring comprehension and making corrections and adjustments when understanding breaks down. 5.R.1.A.C

   B. Vocabulary R.1.B

      B. Develop an understanding of vocabulary by: 5.R.1.B

         a. Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words , prefixes and suffixes through context. 5.R.1.B.A

         b. Using context to determine meaning of unfamiliar or multiple meaning words. 5.R.1.B.B

         c. Constructing analogies. 5.R.1.B.C

         d. Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text. 5.R.1.B.D

         e. Identifying and using words and phrases that signal contrast, addition, and other logical relationships. 5.R.1.B.E

         f. Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices. 5.R.1.B.F

         g. Using conversational, general academic, and domain specific words and phrases. 5.R.1.B.G

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C. Making Connections R.1.C

C. Compare, contrast, and analyze relevant connections between: 5.R.1.C

a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast). 5.R.1.C.A

b. Text to world (text ideas and the world by responding to literature reflects a culture and historic time frame). 5.R.1.C.B

D. Independent Text R.1.D

D. Read independently for multiple purposes over sustained periods of time by: 5.R.1.D

a. Reading text that is developmentally appropriate. 5.R.1.D.A

b. Producing evidence of reading. 5.R.1.D.B

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2. **Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.** R.2

   A. Fiction R.2.A

      A. Read, infer, analyze, and draw conclusions to: 5.R.2.A

         a. Compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts. 5.R.2.A.A

         b. Explain the theme or moral lesson, conflict and resolution in a story or novel. 5.R.2.A.B

         c. Describe how a narrator's or speaker's point of view influences events. 5.R.2.A.C

         d. Recognize foreshadowing. 5.R.2.A.D

         e. Explain the effect of a historical event or movement in a work of literature. 5.R.2.A.E

         f. Introduce origin myths and culturally significant characters and events in mythology. 5.R.2.A.F

         g. Introduce different forms of third-person points of view in stories. 5.R.2.A.G

   B. Poetry R.2.B

      B. Read, infer and draw conclusions to: 5.R.2.B

         a. Explain how poets use sound and visual elements in poetry. 5.R.2.B.A

         b. Identify forms of poems. 5.R.2.B.B

   C. Drama R.2.C

      C. Read, infer and draw conclusions to: 5.R.2.C

         a. Analyze the similarities between an original text and its dramatic adaptation. 5.R.2.C.A

         b. Identify structural elements of dramatic literature. 5.R.2.C.B

         c. Evaluate the critical impact of sensory details, imagery, and figurative language. 5.R.2.C.C

3. **Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** R.3

   A. Text Features R.3.A

      A. Read, infer and draw conclusions to: 5.R.3.A

         a. Use multiple text features and graphics to locate information and gain an overview of the contents of text information. 5.R.3.A.A

         b. Interpret details from procedural text to complete a task, solve a problem, or perform procedures. 5.R.3.A.B

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         c. Interpret factual or quantitative information. 5.R.3.A.C

B. Literary Techniques R.3.B

B. Read, infer and draw conclusions to: 5.R.3.B

a. Evaluate how well the author's purpose was achieved, identify reasons for the decision and provide evidence to support the claim. 5.R.3.B.A

b. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.R.3.B.B

c. Verify facts through established methods. 5.R.3.B.C

d. Identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument. 5.R.3.B.D

e. Recognize exaggerated, contradictory, or misleading statements. 5.R.3.B.E

f. Explain the type of evidence used to support a claim in a persuasive text. 5.R.3.B.F

g. Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning. 5.R.3.B.G

C. Text Structures R.3.C

C. Read, infer and draw conclusions to: 5.R.3.C

a. Identify devices used in biographies and autobiographies, including how an author presents major events in a person's life. 5.R.3.C.A

b. Explain the difference between a stated and implied purpose for an expository text. 5.R.3.C.B

c. Analyze how the pattern of organization of a text influences the relationships. 5.R.3.C.C

d. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view. 5.R.3.C.D

e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 5.R.3.C.E

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4. **Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** R.4

   A. Digital and Media Literacy R.4.A

      A. Read to develop an understanding of media and its components by: 5.R.4.A

         a. Explaining how messages conveyed in various forms of media are presented differently. 5.R.4.A.A

         b. Comparing and contrasting the difference in techniques used in media. 5.R.4.A.B

         c. Identifying the point of view of media presentations. 5.R.4.A.C

         d. Analyzing various digital media venues for levels of formality and informality. 5.R.4.A.D

         e. Explaining textual and graphics features of a web page and how they help readers to comprehend text. 5.R.4.A.E

Reading Foundations RF

1. **Understand how English is written and read.** RF.1

   A. Print Awareness RF.1.A

      A. No expectations for grade 5. 5.RF.1.A

2. **Understand how English is written and read.** RF.2

   A. Phonemic Awareness RF.2.A

      A. No expectations for grade 5. 5.RF.2.A

3. **Understand how English is written and read.** RF.3

   A. Phonics RF.3.A

      A. Develop phonics in the reading process by: 5.RF.3.A

         a. Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context. 5.RF.3.A.A

         b. Reading roots words, prefixes, and suffixes and important words from all specific content curricula. 5.RF.3.A.B

4. **Understand how English is written and read.** RF.4

   A. Fluency RF.4.A

      A. Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. 5.RF.4.A

         a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 5.RF.4.A.A

Wr Skip to main content **Apply writing process to develop a text for audience and purpose.** W.1

A. Prewriting W.1.A

A. Follow a writing process to plan a first draft by: 5.W.1.A

a. Selecting a genre appropriate for conveying the purpose to an intended audience. 5.W.1.A.A

b. Formulating questions related to the topic. 5.W.1.A.B

c. Accessing prior knowledge or building background knowledge related to the topic. 5.W.1.A.C

d. Using a prewriting strategy. 5.W.1.A.D

B. Draft W.1.B

B. Appropriate to genre type, develop a draft from prewriting by: 5.W.1.B

a. Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre. 5.W.1.B.A

b. Establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph. 5.W.1.B.B

c. Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure. 5.W.1.B.C

d. Restating the overall main idea in the concluding statement. 5.W.1.B.D

e. Addressing an appropriate audience, organization, and purpose. 5.W.1.B.E

C. Revise/Edit W.1.C

C. Reread, revise, and edit drafts with assistance to: 5.W.1.C

a. Develop and strengthen writing by revising
main idea sequence (ideas)
focus
organizational structure details/facts (from multiple sources, when appropriate)
word choice (related to the topic)
sentence structure transitions
audience/purpose
voice. 5.W.1.C.A

b. Edit for language conventions. 5.W.1.C.B

D. Produce/Publish and Share Writing W.1.D

D. With assistance from adults/peers: 5.W.1.D

a. Use technology, including the Internet, to produce and publish writing. 5.W.1.D.A

b. Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting. 5.W.1.D.B

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2. **Compose well-developed writing texts for audience and purpose.** W.2

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A. Opinion/Argumentative W.2.A

A. Write opinion texts that: 5.W.2.A

a. Introduce a topic or text being studied using an introductory paragraph that clearly supports the writer's purpose. 5.W.2.A.A

b. State an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details. 5.W.2.A.B

c. Use specific and accurate words that are related to the topic, audience, and purpose. 5.W.2.A.C

d. Contain information using student's original language, except when using direct quotation from a source. 5.W.2.A.D

e. Reference the name of the author(s) or name of the source used for details or facts included in the text. 5.W.2.A.E

f. Use transitions to connect opinion and reason. 5.W.2.A.F

g. Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs. 5.W.2.A.G

B. Informative/Explanatory W.2.B

B. Write informative/explanatory texts that: 5.W.2.B

a. Introduce a topic using a topic sentence in an introductory paragraph. 5.W.2.B.A

b. Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations. 5.W.2.B.B

c. Use an organizational format that suits the topic. 5.W.2.B.C

d. Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. 5.W.2.B.D

e. Contain information using student's original language, except when using direct quotations from a source. 5.W.2.B.E

f. Use transition words to connect ideas within and across categories of information. 5.W.2.B.F

g. Use text structures when useful. 5.W.2.B.G

h. Create a concluding paragraph related to the information. 5.W.2.B.H

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C. Narrative/Literary W.2.C

C. Write fiction or non-fiction narratives and poems that: 5.W.2.C

a. Establish a setting, situation/topic and introduce a narrator and/or characters. 5.W.2.C.A

b. Use narrative techniques, such as dialogue, motivation, and descriptions. 5.W.2.C.B

c. Organize an event sequence that unfolds naturally to establish a beginning/middle/end. 5.W.2.C.C

d. Use a variety of transitions to manage the sequence of events. 5.W.2.C.D

e. Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. 5.W.2.C.E

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3. Gather, analyze, evaluate and use information from a variety of sources. W.3

A. Research Process W.3.A

A. Apply research process to: 5.W.3.A

a. Generate a list of subject appropriate topics. 5.W.3.A.A

b. Formulate and refine an open-ended researchable question. 5.W.3.A.B

c. Follow guidelines for collecting and recording information. 5.W.3.A.C

d. Select relevant resources, literary and informational. 5.W.3.A.D

e. Assess relevance, accuracy, and reliability of information in print and digital sources. 5.W.3.A.E

f. Convert graphic/visual data into written notes. 5.W.3.A.F

g. Differentiate between paraphrasing and plagiarism when using ideas of others. 5.W.3.A.G

h. Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria. 5.W.3.A.H

i. Record bibliographic information from sources according to a standard format. 5.W.3.A.I

Language L

1. Communicate using conventions of English language. L.1

A. Grammar L.1.A

A. In speech and written form, apply standard English grammar to: 5.L.1.A

a. Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. 5.L.1.A.A

b. Use relative pronouns and relative adverbs. 5.L.1.A.B

c. Use pronouns consistently across a text. 5.L.1.A.C

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d. Use and correct verb tenses. 5.L.1.A.D

e. Produce a variety of complex sentences in writing. 5.L.1.A.E

B. Punctuation, Capitalization, Spelling L.1.B

B. In written text: 5.L.1.B

a. Write legibly. 5.L.1.B.A

b. Use a comma before a coordinating conjunction when writing compound sentences. 5.L.1.B.B

c. Use a comma to separate an introductory clause in a complex sentence. 5.L.1.B.C

d. Use a comma to set off the words yes and no. 5.L.1.B.D

e. Use italics when keyboarding titles of books, magazines, and newspapers. 5.L.1.B.E

f. Use underlining when writing titles of books, magazines, and newspapers. 5.L.1.B.F

g. Use quotation marks when writing titles of stories, songs, poems, articles. 5.L.1.B.G

h. Use apostrophes in singular nouns to show possession. 5.L.1.B.H

i. Write apostrophes in regular plural nouns to show possession. 5.L.1.B.I

j. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context. 5.L.1.B.J

Speaking/Listening SL

1. Listen for a purpose. SL.1

A. Purpose SL.1.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 5.SL.1.A

a. Following agreed upon rules for listening and fulfilling discussion rules independently. 5.SL.1.A.A

b. Posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion and link to the remarks of others. 5.SL.1.A.B

c. Following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations. 5.SL.1.A.C

d. Listening for speaker's message and summarizing main points based on evidence. 5.SL.1.A.D

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2. Listen for entertainment. SL.2

A. Entertainment SL.2.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 5.SL.2.A

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a. Evaluating and modifying own active listening skills. 5.SL.2.A.A

3. **Speak effectively in collaborative discussions.** SL.3

   A. Collaborative Discussions SL.3.A

      A. Speak clearly and to the point, using conventions of language when presenting individually or with a group by: 5.SL.3.A

         a. Summarizing points made by others before presenting own ideas, according to classroom expectations. 5.SL.3.A.A

         b. Providing and evaluating evidence to support opinion. 5.SL.3.A.B

4. **Speak effectively when presenting.** SL.4

   A. Presenting SL.4.A

      A. Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: 5.SL.4.A

         a. Using efficient presentation skills with available resources using a variety of media. 5.SL.4.A.A

         b. Planning an appropriate presentation, based on audience. 5.SL.4.A.B

         c. Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint. 5.SL.4.A.C