New York English Language Arts - Next Generation

Grade 5

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

5R1. Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. 5R1

5R2. Determine a theme or central idea and explain how it is supported by key details; summarize a text. 5R2

5R3. In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. 5R3

Craft and Structure

5R4. Determine the meaning of words, phrases, figurative language, academic, and content- specific words and analyze their effect on meaning, tone, or mood. 5R4

5R5. In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. 5R5

5R6. In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5R6

Integration of Knowledge and Ideas

5R7. Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. 5R7

5R8. Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. 5R8

5R9. Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. 5R9

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oundational Skills

Print Concepts

5RF1. There is not a grade 5 standard for this concept. 5RF1

Phonological Awareness

5RF2. There is not a grade 5 standard for this concept. Please see preceding grades for more information. 5RF2

Phonics and Word Recognition

5RF3. Know and apply grade-level phonics and word analysis skills in decoding words. 5RF3

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 5RF3.A

Fluency

5RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension. 5RF4

a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 5RF4.A

b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 5RF4.B

Writing Standards

Text Types and Purposes

5W1. Write an argument to support claims with clear reasons and relevant evidence. 5W1

a. Introduce a precise claim and organize the reasons and evidence logically. 5W1.A

b. Provide logically ordered reasons that are supported by facts and details from various sources. 5W1.B

c. Use precise language and content-specific vocabulary while writing an argument. 5W1.C

d. Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts. 5W1.D

e. Provide a concluding statement or section related to the argument presented. 5W1.E

f. Maintain a style and tone appropriate to the writing task. 5W1.F

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5W2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 5W2

a. Introduce a topic clearly, provide a general focus, and organize related information logically. 5W2.A

b. Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. 5W2.B

c. Use precise language and content-specific vocabulary to explain a topic. 5W2.C

d. Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. 5W2.D

e. Provide a concluding statement or section related to the information or explanation presented. 5W2.E

f. Establish a style aligned to a subject area or task. 5W2.F

5W3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. 5W3

a. Establish a situation and introduce a narrator and/or characters. 5W3.A

b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. 5W3.B

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 5W3.C

d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5W3.D

e. Provide a conclusion that follows from the narrated experiences or events. 5W3.E

5W4. Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience. 5W4

5W5. Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. 5W5

Research to Build and Present Knowledge

5W6. Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. 5W6

5W7. Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. 5W7

Sp[illegible]omprehension and Collaboration

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5SL1. Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 5SL1

a. Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. 5LS1.A

b. Follow agreed-upon norms for discussions and carry out assigned roles. 5SL1.B

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 5SL1.C

d. Consider the ideas expressed and draw conclusion about information and knowledge gained from the discussions. 5SL1.D

5SL2. Summarize information presented in diverse format (e.g., including visual, quantitative, and oral). 5SL2

5SL3. Identify and evaluate the reasons and evidence a speaker provides to support particular points. 5SL3

Presentation of Knowledge and Ideas

5SL4. Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. 5SL4

5SL5. Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. 5SL5

5SL6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate. 5SL6

Language Standards

Knowledge of Language

5L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5L3

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 5L3.A

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 5L3.B

Vocabulary Acquisition and Use

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5L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 5L4

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 5L4.A

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 5L4.B

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5L4.C

5L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5L5

a. Interpret figurative language, including similes and metaphors, in context. 5L5.A

b. Recognize and explain the meaning of common idioms, adages, and proverbs. 5L5.B

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 5L5.C

5L6. Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 5L6

Conventions of Academic English/Language for Learning

Core Conventions

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1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. L.1
    16. Produce simple, compound, and complex sentences. L.1.16
    17. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. L.1.17
    18. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.1.18
    19. Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. L.1.19
    20. Form and use regular and irregular plural nouns. L.1.20
    21. Use abstract nouns. L.1.21
    22. Form and use regular and irregular verbs. L.1.22
    23. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). L.1.23
    24. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). L.1.24
    25. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). L.1.25
    26. Use verb tense to convey various times, sequences, states, and conditions. L.1.26
    27. Recognize and correct inappropriate shifts in verb tense. L.1.27
    28. Ensure subject-verb and pronoun-antecedent agreement. L.1.28
    29. Use coordinating and subordinating conjunctions. L.1.29
    30. Use and identify prepositional phrases. L.1.30
    31. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.1.31
    32. Correctly use frequently confused words (e.g., to, too, two; there, their). L.1.32

Core Punctuation and Spelling

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2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. L.2

    9. Capitalize appropriate words in titles. L.2.9

    10. Use correct capitalization. L.2.10

    11. Use commas in addresses. L.2.11

    12. Use commas and quotation marks in dialogue. L.2.12

        a. Use commas and quotation marks to mark direct speech and quotations from a text. L.2.12.A

    13. Use a comma before a coordinating conjunction in a compound sentence. L.2.13

    14. Use a comma to separate an introductory element from the rest of the sentence. L.2.14

    15. Use punctuation to separate items in a series. L.2.15

    16. Form and use possessives. L.2.16

    17. Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). L.2.17

    18. Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.2.18

    a. Spell grade-appropriate words correctly, consulting references as needed. L.2.18.A

    19. Use quotation marks or italics to indicate titles of works. L.2.19