

North Dakota English Language Arts

# Grade 5

Adopted 2023

## Fifth Grade

### Foundations Of Literacy

#### Phonics and Word Study

8. Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context: **5.F.8**
  - a. multisyllabic word construction and division that includes:
    - open syllables
    - closed syllables
    - complex closed syllables
    - long vowel: VCe
    - vowel-r syllables
    - vowel team syllables
    - consonant -le syllablessyllable division principles (VC/CV, V/CV, etc.) **5.F.8.A**
  - b. inflectional endings **5.F.8.B**
  - c. Latin and Greek roots **5.F.8.C**
9. Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context: **5.F.9**
  - a. multisyllabic word construction and division that includes:
    - open syllables
    - closed syllables
    - complex closed syllables
    - long vowel: VCe
    - vowel-r syllables
    - vowel team syllables
    - consonant -le syllablessyllable division principles (VC/CV, V/CV, etc.) **5.F.9.A**
  - b. common Latin and Greek roots **5.F.9.B**
  - c. inflectional and derivational endings **5.F.9.C**
  - d. schwa **5.F.9.D**
10. Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs). **5.F.10**
11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in the text, choosing from a range of strategies. **5.F.11**

#### Fluency

12. Read accurately and automatically a variety of fifth-grade texts with expression, phrasing, purpose, and understanding. **5.F.12**

#### Foundations of Writing

13. Mastered in second grade. **5.F.13**
14. Write multiple organized paragraphs that include a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization.) **5.F.14**

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## Communication

### Presentational Communication

1. Organize and present information as an individual and group for a formal and informal audience. [5.C.1](#)
2. Present ideas using proper eye contact, body language, and volume in formal and informal situations. [5.C.2](#)
3. Covered at the K-2 level. [5.C.3](#)
4. Use grade-appropriate conversational, general academic, and domain-specific words and phrases. [5.C.4](#)

### Collaboration

5. Begins in sixth grade. [5.C.5](#)
6. Engage in a range of discussions using active listening skills, posing and responding to specific questions to clarify information. [5.C.6](#)
7. Engage collaboratively to accomplish a common goal or purpose. [5.C.7](#)

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## Reading

### Comprehension

1. Comprehend information during and after listening to a grade-level text. **5.R.1**
2. Make inferences drawn from the text during and after reading a variety of genres, literary, and informational texts. **5.R.2**
- A. Summarize an informational text or passage, stating the main idea(s) and providing supporting details. **5.R.3.A**
- B. Summarize a story by including major story elements after reading a literary text. **5.R.3.B**
4. Determine a claim or theme based on textual evidence. **5.R.4**
5. Determine the meaning of unknown and multiple-meaning words and phrases within a text. **5.R.5**

### Text Analysis

6. Describe the structure of informational texts: **5.R.6**
  - a. compare/contrast **5.R.6.A**
  - b. cause/effect **5.R.6.B**
  - c. problem/solution **5.R.6.C**
  - d. description **5.R.6.D**
  - e. sequential **5.R.6.E**
7. Determine how literary devices contribute to the meaning of a text: **5.R.7**
  - a. imagery **5.R.7.A**
  - b. metaphor **5.R.7.B**
  - c. idiom **5.R.7.C**
  - d. personification **5.R.7.D**
  - e. hyperbole **5.R.7.E**
  - f. simile **5.R.7.F**
  - g. alliteration **5.R.7.G**
  - h. onomatopoeia **5.R.7.H**
8. Analyze a variety of fiction and poetry texts. **5.R.8**
  - a. Describe how an author develops a character's perspective after reading a story. **5.R.8.A**
  - b. Identify the point of view of a story. **5.R.8.B**
  - c. Compare and contrast approaches to similar themes and topics within stories in the same genre and types of poetry. **5.R.8.C**
9. Integrate information from several texts or media on the same informational topics. **5.R.9**

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## Writing

### Text Types and Structure

1. Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience. **5.W.1**
2. Write using an organizational structure incorporating an introductory paragraph, multiple paragraphs (body), and a concluding section appropriate to the task. **5.W.2**
3. Write organized, informative pieces that include factual details on the topic. **5.W.3**
4. Write organized argumentative pieces on a topic using evidence to support the claim. **5.W.4**
5. Use narrative techniques (e.g., dialogue, description, pacing) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. **5.W.5**

### Writing Process and Craft

6. Develop and strengthen writing utilizing the five steps appropriate to task, purpose, and audience. **5.W.6**
  - a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback). **5.W.6.A**
  - b. Drafting: Develop writing from the planning process. **5.W.6.B**
  - c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, elaborating or combining sentences, rearranging sentences for clarity, or evaluating word choice. **5.W.6.C**
  - d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. **5.W.6.D**
  - e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. **5.W.6.E**
7. Write with intentional word choice that integrates emotion or figurative language to create a mood for the reader. **5.W.7**

### Language Usage

1. Compose simple, compound, and complex sentences. **5.L.1**
  - a. Use independent and dependent clauses. **5.L.1.A**
  - b. Use quotation marks to indicate dialogue, quoted material, and titles of works. **5.L.1.B**
  - c. Use capitalization and punctuation mechanics mastered in previous grades. **5.L.1.C**
2. Recognize and use previous grade levels' parts of speech in simple, compound, and complex sentences. **5.L.2**
  - a. Verb tenses (perfect and progressive) **5.L.2.A**

- b. Relative pronouns 5.L.2.B
  - c. Correlative conjunctions 5.L.2.C
  - d. Clauses and phrases 5.L.2.D
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### **Inquiry And Research**

1. Choose a topic of interest and develop a focus question for research. 5.IR.1
2. Locate relevant information from a pair of provided, credible sources. 5.IR.2
3. Use organizational tools and notetaking strategies to track relevant information from a provided pair of credible sources on a topic. 5.IR.3
4. Identify facts and multiple perspectives from credible sources. 5.IR.4
5. Cite and reference sources with a bibliography page using an approved citation format to avoid plagiarism. 5.IR.5