Pennsylvania English Language Arts

Grade 5

Adopted 2014

Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.1

Phonics and Word Recognition

D. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.5.D

Fluency

E. Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.1.5.E

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. CC.1.2

Key Ideas and Details - Main Idea

A. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.2.5.A

Key Ideas and Details - Text Analysis

C. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. CC.1.2.5.C

Craft and Structure - Point of View

D. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.1.2.5.D

Craft and Structure - Text Structure

E. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). CC.1.2.5.E

Craft and Structure - Vocabulary

F. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.2.5.F

Integration of Knowledge and Ideas - Diverse Media

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G. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.1.2.5.G

Integration of Knowledge and Ideas - Evaluating Arguments

H. Determine how an author supports particular points in a text through reasons and evidence. CC.1.2.5.H

Integration of Knowledge and Ideas - Analysis Across Texts

I. Integrate information from several texts on the same topic to demonstrate understanding of that topic. CC.1.2.5.I

Vocabulary Acquisition and Use

J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. CC.1.2.5.J

K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.5.K

Range of Reading

L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.2.5.L

Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. CC.1.3

Key Ideas and Details - Theme

A. Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CC.1.3.5.A

Key Ideas and Details - Text Analysis

B. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.3.5.B

Key Ideas and Details - Literary Elements

C. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. CC.1.3.5.C

Craft and Structure - Point of View

D. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.1.3.5.D

Craft and Structure - Text Structure

E. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. CC.1.3.5.E

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Craft and Structure - Vocabulary

F. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.3.5.F

Integration of Knowledge and Ideas - Sources of Information

G. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). CC.1.3.5.G

Integration of Knowledge and Ideas - Text Analysis

H. Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. CC.1.3.5.H

Vocabulary Acquisition and Use - Strategies

I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.5.I

Vocabulary Acquisition and Use

J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. CC.1.3.5.J

Range of Reading

K. Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.5.K

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4

Informative/Explanatory

A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.5.A

Informative/Explanatory - Focus

B. Identify and introduce the topic clearly. CC.1.4.5.B

Informative/Explanatory - Content

C. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. CC.1.4.5.C

Informative/Explanatory - Organization

D. Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.5.D

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...formative/Explanatory - Style

E. Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Use sentences of varying length. CC.1.4.5.E

Informative/Explanatory - Conventions of Language

F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.F

Opinion/Argumentative

5G. Write opinion pieces on topics or texts. CC.1.4.5G

Opinion/Argumentative - Focus

H. Introduce the topic and state an opinion on the topic. CC.1.4.5.H

Opinion/Argumentative - Content

I. Provide reasons that are supported by facts and details; draw from credible sources. CC.1.4.5.I

Opinion/Argumentative - Organization

J. Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. CC.1.4.5.J

Opinion/Argumentative - Style

K. Write with an awareness of style. Use sentences of varying length.
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.K

Opinion/Argumentative - Conventions of Language

L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.L

Narrative

M. Write narratives to develop real or imagined experiences or events. CC.1.4.5.M

Narrative - Focus

N. Orient the reader by establishing a situation and introducing a narrator and/or characters. CC.1.4.5.N

Narrative - Content

O. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.5.O

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arrative - Organization

P. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. CC.1.4.5.P

Narrative - Style

Q. Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CC.1.4.5.Q

Narrative - Conventions of Language

R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.R

Response to Literature

S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.5.S

Production and Distribution of Writing - Writing Process

T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC.1.4.5.T

Technology and Publication

U. With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CC.1.4.5.U

Conducting Research

V. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.1.4.5.V

Credibility, Reliability, and Validity of Sources

W. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CC.1.4.5.W

Range of Writing

X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.1.4.5.X

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Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5

Comprehension and Collaboration - Collaborative Discussion

A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.5.A

Comprehension and Collaboration - Critical Listening

B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.5.B

Comprehension and Collaboration - Evaluating Information

C. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CC.1.5.5.C

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

D. Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.5.D

Presentation of Knowledge and Ideas - Context

E. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. CC.1.5.5.E

Integration of Knowledge and Ideas - Multimedia

F. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CC.1.5.5.F

Conventions of Standard English

G. Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content. CC.1.5.5.G