Tennessee English Language Arts

Grade 5

Adopted 2016

Foundational Literacy

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. FL.PWR.3
    3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. 5.FL.PWR.3
        a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 5.FL.PWR.3.A

Word Composition

4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. FL.WC.4
    4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. 5.FL.WC.4
        a. Spell grade-appropriate words correctly consulting references as needed. 5.FL.WC.4.A
        b. Write legibly in manuscript and cursive. 5.FL.WC.4.B

Fluency

5. Read with sufficient accuracy and fluency to support comprehension. FL.F.5
    5. Read with sufficient accuracy and fluency to support comprehension. 5.FL.F.5
        a. Read grade-level text with purpose and understanding. 5.FL.F.5.A
        b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 5.FL.F.5.B
        c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 5.FL.F.5.C

Sentence Composition

Skip to main content

6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. FL.SC.6

    6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. 5.FL.SC.6

        a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. 5.FL.SC.6.A

        b. Form and use the perfect verb tense. 5.FL.SC.6.B

        c. Use verb tense to convey various times, sequences, states, and conditions. 5.FL.SC.6.C

        d. Recognize and correct inappropriate shifts in verb tense. 5.FL.SC.6.D

        e. Use correlative conjunctions. 5.FL.SC.6.E

        f. Use punctuation to separate items in a series. 5.FL.SC.6.F

        g. Use a comma to separate an introductory element from the rest of the sentence. 5.FL.SC.6.G

        h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. 5.FL.SC.6.H

        i. Use underlining, quotation marks, or italics to indicate titles of works. 5.FL.SC.6.I

        j. Write multiple cohesive paragraphs on a topic. 5.FL.SC.6.J

Vocabulary Acquisition

Skip to main content

7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. FL.VA.7

   a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 5.FL.VA.7.A

      i. Use context as a clue to the meaning of a word or phrase. 5.FL.VA.7.A.I

      ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 5.FL.VA.7.A.II

      iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5.FL.VA.7.A.III

   b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5.FL.VA.7.B

      i. Interpret figurative language, including similes and metaphors, in context. 5.FL.VA.7.B.I

      ii. Recognize and explain the meaning of common idioms and proverbs. 5.FL.VA.7.B.II

      iii. Use the relationship between particular words to better understand each of the words. 5.FL.VA.7.B.III

   c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. 5.FL.VA.7.C

Reading Literature

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

   1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RL.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

   2. Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text. 5.RL.KID.2

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

   3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text. 5.RL.KID.3

Craft and Structure

Skip to main content

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. 5.RL.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. 5.RL.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Describe how a narrator's or speaker's point of view influences how events are described. 5.RL.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem. 5.RL.IKI.7

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Compare and contrast stories in the same genre on their approaches to similar themes and topics. 5.RL.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently. 5.RL.RRTC.10

Reading Informational Text

Key Ideas and Details

1. Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R.KID.1

    1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.KID.1

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.KID.2

    2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 5.RI.KID.2

Skip to main content

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.KID.3

    3. Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text. 5.RI.KID.3

Craft and Structure

4. Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.CS.4

    4. Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings. 5.RI.CS.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. R.CS.5

    5. Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts. 5.RI.CS.5

6. Assess how point of view or purpose shapes the content and style of a text. R.CS.6

    6. Analyze the similarities and differences in points of view of multiple accounts of the same event or topic. 5.RI.CS.6

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. R.IKI.7

    7. Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. 5.RI.IKI.7

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. R.IKI.8

    8. Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points. 5.RI.IKI.8

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. R.IKI.9

    9. Integrate information from two or more texts on the same topic in order to build content knowledge. 5.RI.IKI.9

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. R.RRTC.10

    10. Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. 5.RI.RRTC.10

Skip to main content

Speaking and Listening **Comprehension and Collaboration**

2. Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. SL.CC.2

    2. Summarize a text presented in diverse media such as visual, quantitative, and oral formats. 5.SL.CC.2

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.CC.3

    3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 5.SL.CC.3

1. Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. SL.CC.1

    1. Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. 5.SL.CC.1

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. SL.PKI.4

    4. Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas. 5.SL.PKI.4

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.PKI.5

    5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 5.SL.PKI.5

6. Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL.PKI.6

    6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 5.SL.PKI.6

Writing

Text Types and Protocol

Skip to main content

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.TTP.1
    1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 5.W.TTP.1
        a. Introduce a topic or text. 5.W.TTP.1.A
        b. Develop an opinion through logically-ordered reasons that are supported by facts and details. 5.W.TTP.1.B
        c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. 5.W.TTP.1.C
        d. Provide a concluding statement or section related to the opinion presented. 5.W.TTP.1.D
        e. Link opinion and reasons using words, phrases, and clauses. 5.W.TTP.1.E
        f. Apply language standards addressed in the Foundational Literacy standards. 5.W.TTP.1.F
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.TTP.2
    2. Write informative/explanatory texts to examine a topic and convey ideas and information. 5.W.TTP.2
        a. Introduce a topic by providing a general observation and focus. 5.W.TTP.2.A
        b. Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader. 5.W.TTP.2.B
        c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 5.W.TTP.2.C
        d. Provide a conclusion related to the information or explanation presented. 5.W.TTP.2.D
        e. Link ideas within and across categories of information using words, phrases, and clauses. 5.W.TTP.2.E
        f. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5.W.TTP.2.F
        g. Apply language standards addressed in the Foundational Literacy standards. 5.W.TTP.2.G

Skip to main content

3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. W.TTP.3

    3. Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. 5.W.TTP.3

        a. Orient the reader by establishing a situation, using a narrator and/or introducing characters. 5.W.TTP.3.A

        b. Organize an event sequence that unfolds naturally and logically. 5.W.TTP.3.B

        c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. 5.W.TTP.3.C

        d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 5.W.TTP.3.D

        e. Provide a conclusion that follows from the narrated experiences or events. 5.W.TTP.3.E

        f. Use precise words and phrases and use sensory details to convey experiences and events. 5.W.TTP.3.F

        g. Apply language standards addressed in the Foundational Literacy standards. 5.W.TTP.3.G

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.PDW.4

    4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5.W.PDW.4

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.PDW.5

    5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) 5.W.PDW.5

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. W.PDW.6

    6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. 5.W.PDW.6

Research to Build and Present Knowledge

Skip to main content

7. Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. W.RBPK.7

    7. Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic. 5.W.RBPK.7

8. Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. W.RBPK.8

    8. 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. 5.W.RBPK.8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.RBPK.9

    9. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading. 5.W.RBPK.9

Range of Writing

10. 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 tasks, purposes, and audiences. W.RW.10

    10. Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. 5.W.RW.10