Texas English Language Arts and Reading

Grade 5

Adopted 2017

The student develops oral language through listening, speaking, and discussion. 5.1

- **A. listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;** 5.1.A
- **B. follow, restate, and give oral instructions that include multiple action steps;** 5.1.B
- **C. give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and** 5.1.C
- **D. work collaboratively with others to develop a plan of shared responsibilities.** 5.1.D

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. 5.2

- **A. demonstrate and apply phonetic knowledge by:** 5.2.A
  - i. decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to/sh/ such as music and musician; 5.2.A.I
  - ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 5.2.A.II
  - iii. decoding words using advanced knowledge of syllable division patterns; 5.2.A.III
  - iv. decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and 5.2.A.IV
  - v. identifying and reading high-frequency words from a research-based list; 5.2.A.V
- **B. demonstrate and apply spelling knowledge by:** 5.2.B
  - i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; 5.2.B.I
  - ii. spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; 5.2.B.II
  - iii. spelling multisyllabic words with multiple sound-spelling patterns; 5.2.B.III
  - iv. spelling words using advanced knowledge of syllable division patterns; 5.2.B.IV
  - v. spelling words using knowledge of prefixes; and 5.2.B.V

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	vi. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and 5.2.B.VI
	C. write legibly in cursive. 5.2.C
The student uses newly acquired vocabulary expressively. 5.3	**A. use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;** 5.3.A
	B. use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; 5.3.B
	C. identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and 5.3.C
	D. identify, use, and explain the meaning of adages and puns. 5.3.D
The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency rate, accuracy, and prosody when reading grade-level text. 5.4	**4. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency rate, accuracy, and prosody when reading grade-level text.** 5.4
The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 5.5	**5. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.** 5.5
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. 5.6	**A. establish purpose for reading assigned and self-selected texts;** 5.6.A
	B. generate questions about text before, during, and after reading to deepen understanding and gain information; 5.6.B
	C. make, correct, or confirm predictions using text features, characteristics of genre, and structures; 5.6.C
	D. create mental images to deepen understanding; 5.6.D
	make connections to personal experiences, ideas in other texts, and society; 5.6.E

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	F. make inferences and use evidence to support understanding; 5.6.F
	G. evaluate details read to determine key ideas; 5.6.G
	H. synthesize information to create new understanding; and 5.6.H
	I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 5.6.I
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 5.7	**A.** describe personal connections to a variety of sources, including self-selected texts; 5.7.A
	B. write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; 5.7.B
	C. use text evidence to support an appropriate response; 5.7.C
	D. retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; 5.7.D
	E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 5.7.E
	F. respond using newly acquired vocabulary as appropriate; and 5.7.F
	G. discuss specific ideas in the text that are important to the meaning. 5.7.G
The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 5.8	**A.** infer multiple themes within a text using text evidence; 5.8.A
	B. analyze the relationships of and conflicts among the characters; 5.8.B
	C. analyze plot elements, including rising action, climax, falling action, and resolution; and 5.8.C
	D. analyze the influence of the setting, including historical and cultural settings, on the plot. 5.8.D
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, an	**A.** demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales; 5.9.A
	B. explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms; 5.9.B
	C. explain structure in drama such as character tags, acts, scenes, and stage directions; 5.9.C
	D. recognize characteristics and structures of informational text, including: 5.9.D
	i. the central idea with supporting evidence; 5.9.D.I

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ii. features such as insets, timelines, and sidebars to support understanding; and 5.9.D.II

iii. organizational patterns such as logical order and order of importance; 5.9.D.III

E. recognize characteristics and structures of argumentative text by: 5.9.E

i. identifying the claim; 5.9.E.I

ii. explaining how the author has used facts for or against an argument; and 5.9.E.II

iii. identifying the intended audience or reader; and 5.9.E.III

F. recognize characteristics of multimodal and digital texts. 5.9.F

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. 5.10

A. explain the author's purpose and message within a text; 5.10.A

B. analyze how the use of text structure contributes to the author's purpose; 5.10.B

C. analyze the author's use of print and graphic features to achieve specific purposes; 5.10.C

D. describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; 5.10.D

E. identify and understand the use of literary devices, including first- or third-person point of view; 5.10.E

F. examine how the author's use of language contributes to voice; and 5.10.F

G. explain the purpose of hyperbole, stereotyping, and anecdote. 5.10.G

The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 5.11

A. plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; 5.11.A

B. develop drafts into a focused, structured, and coherent piece of writing by: 5.11.B

i. organizing with purposeful structure, including an introduction, transitions, and a conclusion; and 5.11.B.I

ii. developing an engaging idea reflecting depth of thought with specific facts and details; 5.11.B.II

C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 5.11.C

D. edit drafts using standard English conventions, including: 5.11.D

i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 5.11.D.I

ii. past tense of irregular verbs; 5.11.D.II

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iii. collective nouns; 5.11.D.III

iv. adjectives, including their comparative and superlative forms; 5.11.D.IV

v. conjunctive adverbs; 5.11.D.V

vi. prepositions and prepositional phrases and their influence on subject-verb agreement; 5.11.D.VI

vii. pronouns, including indefinite; 5.11.D.VII

viii. subordinating conjunctions to form complex sentences; 5.11.D.VIII

ix. capitalization of abbreviations, initials, acronyms, and organizations; 5.11.D.IX

x. punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and 5.11.D.X

xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and 5.11.D.XI

E. publish written work for appropriate audiences. 5.11.E

The student uses genre characteristics and craft to compose multiple texts that are meaningful. 5.12

A. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; 5.12.A

B. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; 5.12.B

C. compose argumentative texts, including opinion essays, using genre characteristics and craft; and 5.12.C

D. compose correspondence that requests information. 5.12.D

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. 5.13

A. generate and clarify questions on a topic for formal and informal inquiry; 5.13.A

B. develop and follow a research plan with adult assistance; 5.13.B

C. identify and gather relevant information from a variety of sources; 5.13.C

D. understand credibility of primary and secondary sources; 5.13.D

E. demonstrate understanding of information gathered; 5.13.E

F. differentiate between paraphrasing and plagiarism when using source materials; 5.13.F

G. develop a bibliography; and 5.13.G

H. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 5.13.H