Washington English Language Arts

5th Grade

Reading

Reading5th. **Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.** WA.ELA-LITERACY.READING5TH

Print Environment and Foundational Skills

1 Students interact with and explore texts in a language-rich environment. WA.ELA-LITERACY.R5TH.1

- a Select texts that interest them and/or that are recommended by peers and adults. WA.ELA-LITERACY.R5TH.1.A
- b Spend time exploring, viewing, reading and/or listening to texts. WA.ELA-LITERACY.R5TH.1.B
- c Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. WA.ELA-LITERACY.R5TH.1.C

2 Students know and apply the basic features of print and how it is organized. WA.ELA-LITERACY.R5TH.2

- a Recognize distinguishing visual features of fiction and non-fiction texts. WA.ELA-LITERACY.R5TH.2.A

3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity. WA.ELA-LITERACY.R5TH.3

4 Students decode words with accuracy and fluency using grade-level word analysis skills. WA.ELA-LITERACY.R5TH.4

- a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context. WA.ELA-LITERACY.R5TH.4.A

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Comprehending and Interpreting Texts

5 Students comprehend and interpret texts using a variety of strategies. WA.ELA-LITERACY.R5TH.5

- a Reflect on their purpose for reading. WA.ELA-LITERACY.R5TH.5.A
- b Preview the text by noting author, illustrator, topic, genre, images, and text structures. WA.ELA-LITERACY.R5TH.5.B
- c Use personal connections and content knowledge to visualize and make sense of the text. WA.ELA-LITERACY.R5TH.5.C
- d Make inferences and predictions, checking them against what's in the text. WA.ELA-LITERACY.R5TH.5.D
- e Use a variety of strategies that encourage and maintain motivation to engage with a text. WA.ELA-LITERACY.R5TH.5.E
- f Re-connect when the flow of reading is interrupted using a variety of strategies. WA.ELA-LITERACY.R5TH.5.F
- g Explain how the visual elements in a text represent and/or add to its meaning. WA.ELA-LITERACY.R5TH.5.G
- h Summarize what a text is about, referring to details and examples in the text. WA.ELA-LITERACY.R5TH.5.H
- i Describe a story's setting, major events, narrators, characters and their viewpoints in depth, drawing on specific details in the text. WA.ELA-LITERACY.R5TH.5.I
- j Determine the point of view of the narrator and/or the characters. WA.ELA-LITERACY.R5TH.5.J
- k Retell a story in their own words and/or say what they learned from a text, including key details and the overall structure of events, ideas, concepts, or information. WA.ELA-LITERACY.R5TH.5.K
- l a theme or main idea that the text explores or develops, referring to details and/or examples. WA.ELA-LITERACY.R5TH.5.L

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Analyzing, Evaluating and Using Texts

6 Students explain how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. WA.ELA-LITERACY.R5TH.6

- a Explain what the text makes them feel, think, and/or want to do and why. WA.ELA-LITERACY.R5TH.6.A
- b Explain the impact of visual elements, including multimedia and text features, on the reader's understanding. WA.ELA-LITERACY.R5TH.6.B
- c Analyze multiple accounts of the same event, topic, or story, noting important similarities and differences and the point of view they represent. WA.ELA-LITERACY.R5TH.6.C

7 Students evaluate texts. WA.ELA-LITERACY.R5TH.7

- a Explain what they may or may not like about a topic, character, or event and why. WA.ELA-LITERACY.R5TH.7.A
- b Describe how well an element of a text engages the reader or provokes thought, understanding, or action. WA.ELA-LITERACY.R5TH.7.B

8 Students use texts they have read for purposes relevant to them. WA.ELA-LITERACY.R5TH.8

- a Explore why characters think, feel, and act as they do, given their circumstances. WA.ELA-LITERACY.R5TH.8.A
- b Use information or examples from texts for discussions and projects. [See W5th.3 and SLDF5th.3.] WA.ELA-LITERACY.R5TH.8.B
- c Develop a summary or paraphrase, and/or select quotations related to their purpose/s in using a text. WA.ELA-LITERACY.R5TH.8.C
- d Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W5th.4b.] WA.ELA-LITERACY.R5TH.8.D

Writing **Writing5th.** **Students compose multimodal texts in a variety of genres in the context of grade-level content.** WA.ELA-LITERACY.WRITING5TH

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Writing Purposes and Products

1. Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W5th.1 must be taken through W5th.2 – W5th.10.] WA.ELA-LITERACY.W5TH.1
2. Students compose multimodal texts in a variety of genres to communicate with others. WA.ELA-LITERACY.W5TH.2
   a. Compose descriptions, including concrete, sensory details and figurative language. WA.ELA-LITERACY.W5TH.2.A
   b. Inform others about their observations and explanations of the world. WA.ELA-LITERACY.W5TH.2.B
   c. Express their opinions and preferences. WA.ELA-LITERACY.W5TH.2.C
   d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities. WA.ELA-LITERACY.W5TH.2.D
   e. Tell stories and narratives. WA.ELA-LITERACY.W5TH.2.E

Plan and Generate Ideas

3. Students plan and complete writing projects. WA.ELA-LITERACY.W5TH.3
   a. Connect the prompt to personal interests, perspectives, and/or experiences and/or community needs. WA.ELA-LITERACY.W5TH.3.A
   b. Determine the process or steps needed to complete the project. WA.ELA-LITERACY.W5TH.3.B
   c. Adjust focus and timeline when needed. WA.ELA-LITERACY.W5TH.3.C
4. Students generate and gather ideas, including appropriate use of tools. WA.ELA-LITERACY.W5TH.4
   a. Generate topics from experience, imagination, reading, research (see RML5th.4), media, conversations, products from W5th.1, and/or desire to communicate. WA.ELA-LITERACY.W5TH.4.A
   b. Determine which features and/or genre conventions to follow or adapt from mentor texts. WA.ELA-LITERACY.W5TH.4.B
   c. Identify what the writer knows that the audience does not. WA.ELA-LITERACY.W5TH.4.C
   d. Choose material from research (see RML5th.4), images, and other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others. WA.ELA-LITERACY.W5TH.4.D

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Draft and Establish Voice

5 Students draft content within the genre to develop ideas, express voice, and engage the audience. WA.ELA-LITERACY.W5TH.5

- a Establish a general focus. WA.ELA-LITERACY.W5TH.5.A
- b Develop topics with facts, definitions, examples, and/or quotations. WA.ELA-LITERACY.W5TH.5.B
- c Supply reasons for opinions that are supported by facts and details. WA.ELA-LITERACY.W5TH.5.C
- d Use a variety of narrative techniques (e.g., dialogue, pacing, event sequences, descriptive details) to develop events and characters as appropriate to the genre. WA.ELA-LITERACY.W5TH.5.D
- e Use text features and/or formatting noticed in mentor texts where appropriate, such as headings, titles, labels, illustrations, greetings, the formatting of dialogue, etc. WA.ELA-LITERACY.W5TH.5.E
- f Use evidence from texts to support analysis, reflection, or research. WA.ELA-LITERACY.W5TH.5.F
- g Attribute sources in ways that are consistent with the genre. WA.ELA-LITERACY.W5TH.5.G

6 Students compose introductions and conclusions that engage the audience, express voice, and support the development of content in the body of the text. WA.ELA-LITERACY.W5TH.6

- a Engage the reader by clearly introducing topics, opinions, or points of view. WA.ELA-LITERACY.W5TH.6.A
- b Engage and orient the reader to stories by establishing a situation and introducing a narrator and/or characters. WA.ELA-LITERACY.W5TH.6.B
- c Compose conclusions or concluding statements or sections that fit within the genre, follow from the stories or ideas developed in the text, and allow the reader to reflect on what they read and/or how they feel after reading. WA.ELA-LITERACY.W5TH.6.C

7 Students organize content by using or adapting the genre's structure. WA.ELA-LITERACY.W5TH.7

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Revise and Edit

8 Students evaluate drafts. WA.ELA-LITERACY.W5TH.8

a Re-read to determine whether the draft says what they want it to say. WA.ELA-LITERACY.W5TH.8.A

b Re-read to identify differences between what they intend and what the audience would understand from the text itself. WA.ELA-LITERACY.W5TH.8.B

c Gather feedback and determine whether it improves readers' understanding and/or experience. WA.ELA-LITERACY.W5TH.8.C

9 Students revise and edit using a variety of strategies, including use of appropriate technology. WA.ELA-LITERACY.W5TH.9

a Use what they learned from re-reading and feedback to strengthen their compositions. WA.ELA-LITERACY.W5TH.9.A

b Edit for conventions and consistency of text features, including attributions. [Demonstrate command of Language standards K–5.] WA.ELA-LITERACY.W5TH.9.B

Share and Publish

10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. WA.ELA-LITERACY.W5TH.10

a Identify who might be able to access compositions and how it might make those people feel. WA.ELA-LITERACY.W5TH.10.A

Speaking, Listening, and Digital Forums	**SpeakingListeningDigitalForums5th.**	**Students comprehend, engage in, and learn from collaborative discussions, presentations, and public speaking in a variety of genres in the context of grade-level content, in person and/or through teacher-moderated digital forums.** WA.ELA-LITERACY.SPEAKINGLISTENINGDIGITALFORUMS5TH

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Discussion

1 Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDF5TH.1

- b Reflect on who is present in a conversation and what they know about their interests, strengths, and skills. WA.ELA-LITERACY.SLDF5TH.1.B
- c Discuss expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF5TH.1.C
- d Draw on experience, prior knowledge, and/or research to contribute. WA.ELA-LITERACY.SLDF5TH.1.D
- e Explain what they understood from others' contributions and ask for clarification or more information to build common understanding. WA.ELA-LITERACY.SLDF5TH.1.E
- f Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDF5TH.1.F
- g Summarize points of agreement or disagreement. WA.ELA-LITERACY.SLDF5TH.1.G
- h Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended. WA.ELA-LITERACY.SLDF5TH.1.H
- i Explain when, how, and why opinions or understandings have changed. WA.ELA-LITERACY.SLDF5TH.1.I
- j Review memorable and/or important moments or ideas. WA.ELA-LITERACY.SLDF5TH.1.J

2 Students prepare for planned discussions by thinking, reading, and/or researching the topic. WA.ELA-LITERACY.SLDF5TH.2

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Collaboration

3 Students collaborate on projects or tasks. WA.ELA-LITERACY.SLDF5TH.3

a Discuss expectations, roles, and timelines, changing them when needed. WA.ELA-LITERACY.SLDF5TH.3.A

b Connect the project or prompt to their interests, experiences, and/or community needs. WA.ELA-LITERACY.SLDF5TH.3.B

c Prepare for meetings by completing portions of the project as agreed. WA.ELA-LITERACY.SLDF5TH.3.C

d Review progress and discuss what needs to happen next. WA.ELA-LITERACY.SLDF5TH.3.D

Public Speaking and Presentations

4 Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning. WA.ELA-LITERACY.SLDF5TH.4

a Identify topics from the situation, experience, imagination, reading, research (see RML5th.4), media, conversations, and/or products from W5th.1. WA.ELA-LITERACY.SLDF5TH.4.A

b Develop content by considering what they want to communicate within the situation and what the audience already knows. WA.ELA-LITERACY.SLDF5TH.4.B

c Use images, media, and artifacts in presentations to clarify content and support the audience's engagement. WA.ELA-LITERACY.SLDF5TH.4.C

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Voice

5 Students determine how to present themselves and their ideas. WA.ELA-LITERACY.SLDF5TH.5

a Express voice by building on strengths, experiences, personality, and role within the community in which the discussion, speech, or presentation occurs. WA.ELA-LITERACY.SLDF5TH.5.A

b Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. WA.ELA-LITERACY.SLDF5TH.5.B

c Determine which language and/or languages support their purpose. WA.ELA-LITERACY.SLDF5TH.5.C

d Determine what they want or do not want to share and why. WA.ELA-LITERACY.SLDF5TH.5.D

6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. WA.ELA-LITERACY.SLDF5TH.6

Language **Language5th.** **Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.** WA.ELA-LITERACY.LANGUAGE5TH

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Knowledge of Language

1. Students identify and discuss when and why language is used differently according to the setting. WA.ELA-LITERACY.L5TH.1
   a. Compare and contrast the varieties of English used in stories, dramas, poems, and other media. WA.ELA-LITERACY.L5TH.1.A
   b. Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur. WA.ELA-LITERACY.L5TH.1.B
2. Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. WA.ELA-LITERACY.L5TH.2
   a. Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences. WA.ELA-LITERACY.L5TH.2.A
   b. Use a variety of knowledge and skills to read unfamiliar multisyllabic words in context accurately. WA.ELA-LITERACY.L5TH.2.B

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Structure and Function of English

3 Students produce, expand, combine, and reduce sentences in group and individual activities in the context of conversations and writing about experiences, events, and fifth grade content. WA.ELA-LITERACY.L5TH.3

- a Form and use the perfect verb tenses, ensuring subject-verb and pronoun-antecedent agreement. WA.ELA-LITERACY.L5TH.3.A
- b Form and use different verb tenses and modal auxiliaries to convey various times, sequences, states, and conditions. WA.ELA-LITERACY.L5TH.3.B
- c Use underlining, quotation marks, italics, and capital letters appropriately when attributing the works of others. WA.ELA-LITERACY.L5TH.3.C
- d Use commas appropriately. WA.ELA-LITERACY.L5TH.3.D

4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. WA.ELA-LITERACY.L5TH.4

- a Determine or clarify the meaning of new and multiple-meaning words and phrases. WA.ELA-LITERACY.L5TH.4.A
- b Identify and use corelating conjunctions. WA.ELA-LITERACY.L5TH.4.B
- c Use frequently confused words correctly, including homonyms. WA.ELA-LITERACY.L5TH.4.C

5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of fifth grade conversations and reading about experiences, events, and ideas. WA.ELA-LITERACY.L5TH.5

- a Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word. WA.ELA-LITERACY.L5TH.5.A
- b Compare words to their synonyms and antonyms to better understand nuances in their meanings. WA.ELA-LITERACY.L5TH.5.B
- c Recognize, interpret, and explain the meaning of similes, metaphors, adages, idioms, and proverbs. WA.ELA-LITERACY.L5TH.5.C

Research and Media Literacy

Research5th . Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. WA.ELA-LITERACY.RESEARCH5TH

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MediaLiteracy5th. **Students think critically about the effects, purposes, and parts of media messages, the people responsible for information sources, and how they will engage with media messages.** WA.ELA-LITERACY.MEDIALITERACY5TH

Research and Inquiry

1. Students ask questions about things that make them curious and refine their questions as they learn new things about a topic. WA.ELA-LITERACY.RML5TH.1
2. Students seek answers from information sources. WA.ELA-LITERACY.RML5TH.2
    a. Generate ideas for where they might find information based on what they and/or others know about the topic. WA.ELA-LITERACY.RML5TH.2.A
    b. Select and access a variety of relevant print and digital information sources, including by navigating libraries. WA.ELA-LITERACY.RML5TH.2.B
    c. Use digital search tools effectively, broadening and narrowing search terms as needed. WA.ELA-LITERACY.RML5TH.2.C
    d. Talk with adults or peers with relevant experience or knowledge. WA.ELA-LITERACY.RML5TH.2.D
3. Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML5TH.3
4. Students use and/or share new learning. WA.ELA-LITERACY.RML5TH.4

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Media Literacy and Critical Thinking

5 Students identify the effects of media messages. WA.ELA-LITERACY.RML5TH.5

- a Identify how media messages make them feel and what these emotions may make them want to say or do. WA.ELA-LITERACY.RML5TH.5.A
- b Identify reasons people are more or less likely to change their minds about something when they encounter a media message. WA.ELA-LITERACY.RML5TH.5.B

6 Students identify the purposes of media messages and how those purposes are achieved. WA.ELA-LITERACY.RML5TH.6

- a Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun. WA.ELA-LITERACY.RML5TH.6.A

7 Students compare different parts of media messages. WA.ELA-LITERACY.RML5TH.7

- a Determine whether statements in media messages express an opinion or can be verified as true or false. WA.ELA-LITERACY.RML5TH.7.A
- b Check the accuracy of information that can be verified as true or false by comparing what multiple reliable sources have to say about it. WA.ELA-LITERACY.RML5TH.7.B
- c Explain how changing an image or the words used to describe an image can change the meaning of a media message. WA.ELA-LITERACY.RML5TH.7.C

8 Students identify people who create information sources and choices they make. WA.ELA-LITERACY.RML5TH.8

- a Identify individuals and/or organizations responsible for the content of information sources. WA.ELA-LITERACY.RML5TH.8.A
- b Identify different ways to be an expert about a particular topic. WA.ELA-LITERACY.RML5TH.8.B
- c Identify some of the choices those responsible for information sources make about what to include or exclude. WA.ELA-LITERACY.RML5TH.8.C

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9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. WA.ELA-LITERACY.RML5TH.9

a Explain how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. WA.ELA-LITERACY.RML5TH.9.A

b Describe why they encounter the messages they encounter and how media messages capture their attention, so people or organizations benefit. WA.ELA-LITERACY.RML5TH.9.B