Washington English Language Arts

Grade 5

Reading: Students read, comprehend, interpret, analyze, evaluate, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories. Standards 3, 4, and 5 are prioritized. R

Foundational Skills

1 Students know and apply the basic features of print and how it is organized. ELA.5.R.1

- a Describe how text and visual features work together to improve understanding of fiction, poetry, plays, and non-fiction. ELA.5.R.1.A

3 Students decode words accurately by applying grade-level phonics and word analysis skills. ELA.5.R.3

- a Apply knowledge of syllable types and division patterns to decode complex, unfamiliar multisyllabic words in a text. ELA.5.R.3.A
- b Use knowledge of roots and affixes (including Greek and Latin forms) to decode unfamiliar words, determine meaning, and support understanding. ELA.5.R.3.B
- c Read grade-level texts orally with accuracy, appropriate rate, and expression to support understanding, improving fluency through repeated readings. ELA.5.R.3.C

Comprehending and Interpreting Texts

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4 Students comprehend and interpret texts using knowledge of language, text structures, and content to make meaning. ELA.5.R.4

- a Explain their purposes for reading. ELA.5.R.4.A
- b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.5.R.4.B
- c Make and revise inferences and predictions, quoting evidence from the text to support them. ELA.5.R.4.C
- d Use a variety of strategies to maintain motivation and reconnect to the flow of reading. ELA.5.R.4.D
- e Explain how images and text work together to influence reader understanding and how text/visual features add to the written text's meaning. ELA.5.R.4.E
- f Summarize a text by selecting key details and examples. ELA.5.R.4.F
- g Determine the narrator's point of view and how it impacts how events are described. ELA.5.R.4.G
- h Describe, compare, and contrast stories' characters, settings, and major events, including characters' perspectives, drawing on specific details in the text(s). ELA.5.R.4.H
- i Explain how text structure, such as problem/solution among others, shapes meaning and influences reader understanding or experience. ELA.5.R.4.I

Analyzing, Evaluating, and Using Texts

5 Students analyze texts, introducing and attributing textual evidence when relevant. ELA.5.R.5

- a Explain how an author's choices influence readers' thoughts, feelings, or responses. ELA.5.R.5.A
- b Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences. ELA.5.R.5.B
- c Compare and contrast treatments of similar characters, themes, topics, and patterns of events in texts. ELA.5.R.5.C

6 Students evaluate texts. ELA.5.R.6

- a Explain their opinion about a text, providing relevant details. ELA.5.R.6.A
- b Evaluate how effectively a text supports the reader to understand and/or relate to ideas, experiences, or perspectives, using shared criteria. ELA.5.R.6.B

Writing: Students compose multimodal texts in a variety of genres for a range of co... sit... of...

Writing Purposes and Products

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Standards 1, 3, and 5 are prioritized. W

1 Students compose multimodal texts in a variety of genres across content areas for a variety of purposes. ELA.5.W.1

- a Compose in order to describe experiences, ideas, and imaginings. ELA.5.W.1.A
- b Compose in order to record observations and/or inform others about their observations and explanations of the world. ELA.5.W.1.B
- c Compose in order to take and defend a position on an issue. ELA.5.W.1.C
- d Compose in order to persuade others to consider new options, resolve conflicts, and create and strengthen communities. ELA.5.W.1.D
- e Compose in order to tell stories and narratives. ELA.5.W.1.E

Plan and Draft

2 Students plan and complete writing projects. ELA.5.W.2

- a Develop meaningful ideas by drawing from interests, experiences, knowledge, or research. ELA.5.W.2.A
- b Determine the audience and what they may already know, think, and/or feel about the topic. ELA.5.W.2.B
- c Determine the process for completing a project or task, adjusting plans as needed. ELA.5.W.2.C

3 Students draft content within the genre, using tools effectively. ELA.5.W.3

- a Generate ideas for topics, genres, and materials. ELA.5.W.3.A
- b Gather ideas and select relevant material from research, images, and/or multimedia artifacts that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others. ELA.5.W.3.B
- c Select features and/or genre conventions to follow or adapt from mentor texts. ELA.5.W.3.C
- d Develop descriptions using concrete, sensory details and figurative language. ELA.5.W.3.D
- e Develop points and ideas within a topic with facts, definitions, details, examples, and/or quotations, using linking words to connect ideas. ELA.5.W.3.E
- f Examine and explain relationships between information and ideas within a topic to draw conclusions. ELA.5.W.3.F
- g Support points by using evidence from texts, paraphrasing, summarizing, and/or selecting quotations when relevant. ELA.5.W.3.G
- h Support a position with facts and reasons. ELA.5.W.3.H
- i Use strategic language to persuade others with feelings, logical reasonings, evidence, and examples. ELA.5.W.3.I
- j Use a variety of narrative techniques (e.g., dialogue, pacing, event sequences, descriptive details) to develop events and characters as appropriate to the genre. ELA.5.W.3.J
- k Attribute sources in ways that are consistent with the genre. ELA.5.W.3.K

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4 Students organize content using the genre's structure. ELA.5.W.4

- a Craft engaging introductions using a variety of strategies. ELA.5.W.4.A
- b Organize paragraphs and sections within the text. ELA.5.W.4.B
- c Compose a concluding statement or section that provides a sense of closure. ELA.5.W.4.C

Revise and Edit

5 Students evaluate, revise, and edit their compositions using a variety of strategies, including effective use of technology. ELA.5.W.5

- a Re-read draft for clarity, development of ideas, and to determine next steps. ELA.5.W.5.A
- b Gather and consider using feedback about their compositions. ELA.5.W.5.B
- c Revise by using what they learned from re-reading and feedback. ELA.5.W.5.C
- d Edit for mechanics, conventions, and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K–5.] ELA.5.W.5.D

Share and Publish

6 Students share and publish compositions for known and trusted audiences in ways that reinforce the communicative purposes of writing. ELA.5.W.6

- a Identify who can access compositions on digital and non-digital platforms, now and in the future, and how those people might react. ELA.5.W.6.A

Speaking, Listening, and Digital Forums: Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content. Standards 1 and 3 are prioritized. SLDF

Discussion

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1 Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. ELA.5.SLDF.1

- a Maintain expectations for engaging with and including other participants, especially in digital forums. ELA.5.SLDF.1.A
- b Describe the people, places, things, events, information, and emotions they are referring to with specific details. ELA.5.SLDF.1.B
- c Express ideas clearly by drawing on experience, prior knowledge, and/or research. ELA.5.SLDF.1.C
- d Connect statements to others' contributions to develop common understanding, build community, and deepen conversation. ELA.5.SLDF.1.D
- e Ask for clarification or more information and/or explain what they understood. ELA.5.SLDF.1.E
- f Respond to feedback about how others understood their communication, especially in a digital forum format. ELA.5.SLDF.1.F
- g Explain when, how, and why their opinions or understandings changed. ELA.5.SLDF.1.G
- h Summarize points of agreement or disagreement from the discussion. ELA.5.SLDF.1.H

Collaboration

2 Students collaborate on projects or tasks. ELA.5.SLDF.2

- a Discuss expectations, reviewing and changing them when needed. ELA.5.SLDF.2.A
- b Contribute productively by leveraging strengths and taking on challenges. ELA.5.SLDF.2.B
- c Communicate to build community by addressing concerns and considering others' strengths and perspectives. ELA.5.SLDF.2.C

Public Speaking and Presentations

3 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. ELA.5.SLDF.3

- a Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.5.W.1. ELA.5.SLDF.3.A
- b Develop content by considering what they want to communicate within the situation and what the audience already knows. ELA.5.SLDF.3.B
- c Use images and/or multimedia artifacts in presentations to explain, emphasize, or enhance content and support the audience's engagement. ELA.5.SLDF.3.C
- d Attribute sources used. ELA.5.SLDF.3.D

Voice

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4 Students determine how to present themselves and their ideas in different contexts. ELA.5.SLDF.4

a Express a distinct voice through thoughtful word choice by drawing on their strengths, experience, attitudes, and perspectives. ELA.5.SLDF.4.A

b Determine what they choose to share or keep private based on the audience, purpose, and context of the interaction. ELA.5.SLDF.4.B

5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. ELA.5.SLDF.5

Language: Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. Standards 2 and 3 are prioritized. This is the last year standard 2 is prioritized. L

Knowledge of Language

1 Students identify and discuss when and why language is used differently according to the context. ELA.5.L.1

a Differentiate between contexts that call for formal and informal language. ELA.5.L.1.A

b Determine literal and colloquial meanings of words and phrases in context. ELA.5.L.1.B

Structure and Functions of English

2 Students produce, expand, combine, and refine sentences in conversations and writing about experiences, events, and ideas. ELA.5.L.2

a Combine and vary sentence structures to support clarity and style. ELA.5.L.2.A

b Use conjunctions, prepositions, and interjections to connect ideas and clarify meaning. ELA.5.L.2.B

c Use verb tenses and modal auxiliaries, including perfect verb tenses, to communicate time and sequence. ELA.5.L.2.C

3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to with accuracy. ELA.5.L.3

a Use context, roots, affixes, word relationships, and reference materials to clarify the meaning of unfamiliar words and phrases. ELA.5.L.3.A

b Use correlative conjunctions to communicate relationships among ideas. ELA.5.L.3.B

c Use frequently confused words correctly, including homonyms. ELA.5.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.5.L.4

a Recognize, interpret, and use similes, metaphors, adages, idioms, and proverbs. ELA.5.L.4.A

b Use the relationships among words, including synonyms, antonyms, and multiple-meaning words, to understand and express nuances in meaning. ELA.5.L.4.B

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Foundational Written Language (Encoding and Transcription)

5 Students develop fluent and accurate writing skills. ELA.5.L.5

- a Write complete sentences that combine ideas using simple, compound, and complex sentence structures. ELA.5.L.5.A
- b Spell multisyllabic and morphologically complex words using knowledge of syllable patterns, roots, prefixes, and suffixes. ELA.5.L.5.B
- c Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling. ELA.5.L.5.C
- d Use punctuation to clarify meaning. ELA.5.L.5.D
- e Use underlining, quotation marks, italics, and capital letters appropriately when attributing the works of others. ELA.5.L.5.E
- f Develop automaticity in spelling and handwriting and/or other modalities to support written expression. ELA.5.L.5.F

Research and Media Literacy: Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. Students think critically about reactions to media messages, purposes and parts of media messages, and people responsible for media messages. Standards 1 and 4 are prioritized. This is the last year standard 4 is prioritized. RML

Research and Inquiry

1 Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.5.RML.1

- a Ask focused questions about things that make them curious and refine their questions as they learn new things about the topic. ELA.5.RML.1.A
- b Generate ideas for where they might find information based on what they and/or others know about the topic. ELA.5.RML.1.B
- c Select and access a variety of relevant information sources, including by navigating libraries and by talking to people with relevant experience or knowledge. ELA.5.RML.1.C
- d Select and use digital search tools by adapting search terms and analyzing search results. ELA.5.RML.1.D
- e Gather relevant information using a variety of strategies. ELA.5.RML.1.E
- f Use and/or share new learning. ELA.5.RML.1.F

Media Literacy

2 Students explain reactions to media messages. ELA.5.RML.2

- a Explain how people's different ways of looking at things affect their reactions to media messages. ELA.5.RML.2.A
- b Explain how media messages make them feel and what these emotions may make them want to say or do. ELA.5.RML.2.B
- c Explain reasons why people do or do not change their minds when they encounter a media message. ELA.5.RML.2.C

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3 Students identify the purposes of media messages and how those purposes are achieved. ELA.5.RML.3

   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. ELA.5.RML.3.A

   b Identify the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. ELA.5.RML.3.B

4 Students compare different parts of media messages. ELA.5.RML.4

   a Determine whether statements can be either true or false, express an opinion, or take a position. ELA.5.RML.4.A

   b Check the accuracy of information that is either true or false by comparing what multiple reliable sources have to say about it. ELA.5.RML.4.B

   c Explain how changing an image or the words used to describe an image can change the meaning of a media message. ELA.5.RML.4.C

   d Determine whether there are facts and reasons to support a position. ELA.5.RML.4.D

5 Students identify people who create media messages and choices they make. ELA.5.RML.5

   a Identify who is responsible for the content of media messages when it is and is not difficult to determine. ELA.5.RML.5.A

   b Describe different ways to be an expert about a particular topic. ELA.5.RML.5.B

   c Describe how choices made by those responsible for media messages contribute to how the subject is portrayed. ELA.5.RML.5.C