Wisconsin English Language Arts

Essential Elements: Grade 5

Reading Foundational Skills

Phonics & Word Recognition

3 Use letter-sound knowledge to read words. EE.RF.5.3

- a Decode and encode common sight words and single syllable words. EE.RF.5.3.A

Fluency

4 Read words intext. Read text comprised of familiar words with accuracy and understanding. EE.RF.5.4

- a Use features of print to identify or verbalize appropriate expression while reading familiar texts. EE.RF.5.4.A
- b Use letter-sound knowledge and context to confirm or self-correct word recognition when reading. EE.RF.5.4.B

Reading

Key Ideas & Details

1 Identify explicit details in a text. (RI&RL) EE.R.5.1

2 Identify the theme or main idea from a text when it is not explicitly stated. (RI&RL) EE.R.5.2

3 Compare two characters in a familiar story.(RL) Compare two individuals, events or ideas in a text. (RI) EE.R.5.3

Craft & Structure

4 Determine the intended meaning of multi meaning and domain-specific words and phrases. (RI&RL) EE.R.5.4

5 With guidance and support, identify a story element that undergoes change from beginning to end (RL) and determine if a text tells about events, gives directions, or provides information on a topic (RI). EE.R.5.5

6 With guidance and support, determine the point of view of a narrator (RL); compare two texts on the same topic (RI). EE.R.5.6

Integration of Knowledge & Ideas

7 Identify illustrations, tactual or multimedia elements that add to understanding of a text. (RI&RL) EE.R.5.7

8 Identify the relationship between a specific point and supporting reasons in a text. (RI) EE.R.5.8

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9 Compare and contrast details gained from two texts and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, or situations. (RI&RL) EE.R.5.9

Writing

Text Types & Purposes

1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low-stakes purposes. EE.W.5.1

2 With guidance and support, use writing, dictation and/or drawing to compose: EE.W.5.2

- a Opinion pieces in which they clearly state an opinion about a topic or text and include some reasons to support that opinion. EE.W.5.2.A
- b Informative/Explanatory text in which they introduce a topic and provide some facts, details, and/or multimedia content about a predetermined or self chosen topic. EE.W.5.2.B
- c Convey events, real or imagined and narrate a single event or several loosely linked events. Include some details regarding what happened and tell about the events in the order in which they occurred. EE.W.5.2.C

3 Use a combination of drawing, dictating and writing to create a text that includes an introduction, body, and conclusion. uses familiar words, transitions to link and build connections, and temporal words to signal event order. EE.W.5.3

Production & Distribution of Writing

4 Produce writing that is appropriate for an explicitly stated task or purpose, and expresses more than one idea. EE.W.5.4

5 With guidance and support from adults and peers, plan before writing and produce writing focused on the planned topic, and revise their own writing, dictation, or pictures. EE.W.5.5

6 With guidance and support from adults, use digital tools, including the Internet, to produce writing while interacting and collaborating with others. Learn to produce writing through printing, cursive, and/or typing. EE.W.5.6

Inquiry to Build & Present Knowledge

7 With guidance and support, identify information about two or more aspects of a shared or independent inquiry topic. EE.W.5.7

8 Recall relevant information from experiences or gather relevant information from print or digital sources, sort information into given categories, and write or draw about each one. EE.W.5.8

9 With guidance and support from adults, recall key details from literary or informational texts to support reflection or inquiry questions based on a reading of a literary or informational text. EE.W.5.9

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omprehension & Collaboration

1 Engage in collaborative discussions. EE.SL.5.1

- a Come to discussion prepared to share information from a source such as a text or personal knowledge. EE.SL.5.1.A
- b Listen to others' ideas before responding, gain attention respectfully, and contribute to the discussion. EE.SL.5.1.B
- c Ask questions related to information in a discussion. EE.SL.5.1.C
- d Make comments that contribute to the discussion and link to the remarks of others. EE.SL.5.1.D

2 Identify the explicitly stated main idea of a text presented orally or through other media. EE.SL.5.2

3 Identify the reasons and evidence supporting a specific point that the speaker makes. EE.SL.5.3

4 Clearly report on a familiar topic or text or present an opinion including related facts. EE.SL.5.4

5 Select or create audio recordings and visual/tactile displays to enhance a presentation. EE.SL.5.5

Language

Knowledge of Language

1 Use language to achieve desired meaning when communicating. EE.L.5.1

- a Notice that standardized English is only one dialect of many. EE.L.5.1.A
- b Notice the differences in language between familiar and unfamiliar contexts. EE.L.5.1.B
- c Notice the varieties of English(e.g., dialects, registers) used in stories, dramas, or poems. EE.L.5.1.C
- d Expand sentences for meaning, interest, and style. EE.L.5.1.D

Vocabulary Acquisition & Use

2 Demonstrate knowledge of word meanings. EE.L.5.2

- a Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). EE.L.5.2.A

3 Demonstrate understanding of word relationship and use. EE.L.5.3

- a Determine the literal meaning of words and phrases in context. EE.L.5.3.A
- b Not applicable EE.L.5.3.B
- c Demonstrate understanding of words that have similar meanings EE.L.5.3.C
- d Identify words that describe an increasing number of personal emotional states. EE.L.5.3.D

4 Use words acquired through conversations, being read to, and during shared reading activities including domain specific words. EE.L.5.4

- a Identify conjunctions EE.L.5.4.A

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Conventions of Standardized English

5 Demonstrate standardized English grammar and usage when communicating. EE.L.5.5

- a Use frequently occurring conjunctions: and, but, or, for, because. EE.L.5.5.A
- b Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told). EE.L.5.5.B
- c Not applicable EE.L.5.5.C
- d Not applicable EE.L.5.5.D

6 Demonstrate understanding of conventions of standardized English. EE.L.5.6

- a Not applicable EE.L.5.6.A
- b Not applicable EE.L.5.6.B
- c Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns. EE.L.5.6.C