

Grade 5 ELA Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	<p>L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content: use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<ul style="list-style-type: none"> ➤ I can determine the meaning of words by using context clues. ➤ I can determine the meaning of unknown words by analyzing word parts. ➤ I can determine the meaning of unknown words by using reference materials. ➤ I can determine the meaning of unknown words by using word-solving strategies. ➤ I can determine the meaning of unknown words by using roots, prefixes, and suffixes.
Language	<p>L.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g. Herculean)</p> <p>b. Interpret similes and metaphors in context.</p> <p>c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word.</p> <p>d. Make connections between words and how they are used in real life (i.e. help students build or add on to existing schema when encountering new words.</p>	<ul style="list-style-type: none"> ➤ I can determine the meaning of similes and metaphors in context.
Language	<p>L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a.) conjunctions b.) Verb tenses c.) Correlative conjunctions d.) Use of "they" and "their" when referring to singular people or ideas.</p>	<ul style="list-style-type: none"> ➤ I can correctly use conjunctions. ➤ I can correctly use appropriate verb tenses. ➤ I can use "they" and "their" when referring to singular people or ideas. ➤ I can correctly use correlative conjunctions such as "either/or, both/and, whether/or, neither/nor, and not/but.
Language	<p>L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a.) Commas (introductory elements, and elements that need to be set off like a question or direct address). b.) Italics, underlining, quotes with titles, c.) Spell grade-level words correctly using reference materials to solve words and edit written work as needed.</p>	<ul style="list-style-type: none"> ➤ I can appropriately use commas in an introduction. ➤ I can appropriately use commas for elements that need to be set off, such as a question or direct address. (don't like how it is worded.) ➤ I can appropriately use italics, underlining, and quotes with titles. ➤ I can spell grade-level words correctly using reference material to edit written work.
Reading: Foundational Skills	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> ➤ I can apply knowledge of letter-sound correspondence to read multi-syllabic words. ➤ I can apply knowledge of syllable patterns to read multi-syllabic words. ➤ I can apply knowledge of root words, prefixes, and suffixes to read multi-syllabic words.

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Reading: Foundational Skills	RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ➤ I can read and understand grade-level text with accuracy. ➤ I can fluently read grade-level text for understanding. ➤ I can read a text multiple times to improve fluency. ➤ I can use multiple reading strategies to improve comprehension and fluency of grade-level text.
Reading	R.5.1/R.5.8 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)	<ul style="list-style-type: none"> ➤ I can find explicit text evidence to support logical inferences. ➤ I can find implicit text evidence to support logical inferences. ➤ I can choose text evidence that supports a claim. ➤ I can explain how text evidence supports a claim.
Reading	R.5.2/SL.5.2/SL.5.3 Summarize from a variety of formats (texts, read alouds, presentations) and genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)	<ul style="list-style-type: none"> ➤ I can summarize a text. ➤ I use the summary to determine the theme of a fictional text. ➤ I use the summary to determine the central idea of an informational text. ➤ I can explain how the theme is supported by key details. ➤ I can explain how the central idea is supported by key details.
Reading	R.5.3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)	<ul style="list-style-type: none"> ➤ I can compare and contrast two or more characters using details from the text. ➤ I can compare and contrast two or more settings using details from the text. ➤ I can compare and contrast two or more events using details from the text. ➤ I can use evidence from the text to explain relationships and interactions within the text.
Reading	R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text	<ul style="list-style-type: none"> ➤ I can determine the meaning of words and phrases in a text. ➤ I can determine the meaning of figurative language within a text. ➤ I can determine the meaning of academic vocabulary within a text. ➤ I can analyze how specific words affect the meaning of a text. ➤ I can analyze how specific words affect the tone of a text. ➤ I can analyze how specific words affect the mood of a text.
Reading	R.5.5 Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	<ul style="list-style-type: none"> ➤ I can compare and contrast the structure of two or more texts. (RI) ➤ I can identify how chapters fit together to determine the structure of a story. (RL) ➤ I can identify how scenes fit together to determine the structure of a drama. (RL) ➤ I can identify how stanzas fit together to determine the structure of a poem. (RL)

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Reading	R.5.6 In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> ➤ I can identify how a speaker's point of view influences how events are described. (RL) ➤ I can compare and contrast multiple viewpoints of the same event. (RI)
Speaking and Listening	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.</p> <p>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p>	<ul style="list-style-type: none"> ➤ I can come to discussions prepared. ➤ I can share ideas about a specific topic using personal knowledge and experiences. ➤ I can respectfully gain attention to add to a discussion. ➤ I can ask and respond to questions to contribute to discussions. ➤ I can elaborate on the remarks of others. ➤ I can make conclusions based on key ideas shared.
Speaking and Listening	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.	<ul style="list-style-type: none"> ➤ I can report on a topic by using relevant facts and details. ➤ I can present information in a logical order. ➤ I can use descriptive details to support the main idea. ➤ I can present by speaking clearly and at an understandable pace. ➤ I can engage an audience.
Writing	W.5.2a/W.5.5 Produce clear and coherent opinion piece writing by planning, revising, and editing pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.	<ul style="list-style-type: none"> ➤ I can write an opinion piece that supports a specific point of view about a topic. ➤ I can write an opinion piece that clearly states an opinion. ➤ I can write an opinion piece that is structured logically with facts, details, and writer's purpose. ➤ I can follow the writing process to produce a clear and organized opinion piece.
Writing	W.5.2b/W.5.5 Produce clear and coherent informative text writing by planning, revising, and editing that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.	<ul style="list-style-type: none"> ➤ I can write an informative piece that introduces a topic clearly. ➤ I can write an informative piece using topic-specific vocabulary. ➤ I can write an informative piece using text features. ➤ I can use the writing process to produce a logical informative writing piece.
Writing	W.5.2. c/W.5.5 Produce clear and coherent narrative writing by planning, revising, and editing events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<ul style="list-style-type: none"> ➤ I can write a narrative piece using narrative techniques (i.e. dialogue, description and pacing). ➤ I can write a narrative piece that is organized and in sequential order. ➤ I can use the writing process to write a clear narrative piece..