



**Grade 5**

**English Language Arts (ELA) Practices**

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

**Reading for Literature**

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
<b>Text Structure:</b> Story Elements <i>ILS10 RL.5.3</i>	5.RL.1	Identify specific details in a text relating to characters, setting, or events in a story or drama	M			
<b>Text Structure:</b> Organization of Text/Text Features <i>ILS10 RL.5.5</i>	5.RL.2	Explain how a series of chapters, scenes, stanzas fit together to provide the overall structure of a story, drama or poem		M		
<b>Text Analysis :</b> Compare/Contrast ; <i>ILS10 RL.5.3</i> <i>ILS10 RL.5.9</i>	5.RL.3	Define terms compare and contrast		M		
	5.RL.4	Compare two or more: characters, settings, events in a text using specific details from a text		M		
	5.RL.5	Contrast two or more: characters, settings, events in a text using specific details from a text		M		
	5.RL.6	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)		M		
<b>Text Analysis:</b> Summarizing <i>ILS10 RL.5.2</i>	5.RL.7	Summarize a text	M			
	5.RL.8	Summarize the key ideas and details of a story or drama, indicating how characters respond to challenges	I	M		
	5.RL.9	Summarize how the speaker in a poem reflects upon a topic			M	
<b>Text Analysis:</b> Inference <i>ILS10 RL.5.1</i>	5.RL.10	Draw inferences using textual information	I		M	
<b>Text Analysis:</b> Theme/Central Message; <i>ILS10 RL.5.2</i> <i>ILS10 RL.5.9</i>	5.RL.11	Determine the theme of a story, drama, or poem using details in the text	I		M	
	5.RL.12	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics	I	M		
<b>Text Analysis:</b> Text Evidence (Support/Details) <i>ILS10 RL.5.1</i>	5.RL.13	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	I		M	
<b>Text Analysis:</b> Making Connections <i>ILS10 RL.5.7</i>	5.RL.14	Define “analyze” (in the context of visual and multimedia elements)	M			
	5.RL.15	Identify multimedia and visual elements within a text	M			
	5.RL.16	Recognize the following in a text: meaning, tone, beauty	I			M
	5.RL.17	Analyze how visual elements contribute to text: meaning, tone, beauty	I			M
	5.RL.18	Analyze how multimedia elements contribute to text: meaning, tone, beauty	I			M
<b>Text Analysis:</b> Questioning <i>ILS10</i>	5.RL.19	Not listed specifically in this grade’s standards. Questioning should be addressed through the others standards for this grade. See also Speaking and Listening standards for this grade.				
<b>Text Analysis:</b> Point of View <i>ILS10 RL.5.6</i>	5.RL.20	Define the term "influences"	M			
	5.RL.21	Identify narrator's or speaker's point of view	M			
	5.RL.22	Infer the characteristics of the narrator or speaker	I	M		
	5.RL.23	Describe how the: narrator's point of view influences the description of the event, speaker's point of view influences how the events are described	I		M	
<b>Vocabulary:</b> <i>ILS10 RL.5.4</i>	5.RL.24	Recognize examples of figurative language in text, such as similes and metaphors	M			
	5.RL.25	Determine the meaning of words and phrases in texts, figurative meaning of words and phrases, including metaphors and similes as used in text	M			

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

**Creve Coeur School District 86    English Language Arts**

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			1	2	3	4
<b>Text Diversity</b> : Genre <i>ILS10 RI.5.9</i>	5.RL.26	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics	I	M		
<b>Text Diversity</b> : Text Complexity <i>ILS10 RI.5.10</i>	5.RL.27	Identify the following in literary text: key ideas and details, craft and structure, integration of knowledge and ideas at appropriate levels of complexity		M		
	5.RL.28	Interpret the following in literary text: key ideas and details, craft and structure, integration of knowledge and ideas at appropriate levels of complexity				M
<b>Text Structure</b> : Organization of the Text/Text Features <i>ILS10 RI.5.5</i>	5.RI.1	Determine the overall structure of a text or part of a text (e.g., chronology, comparison, cause/effect, problem/ solution)	I		M	
<b>Text Analysis</b> : Compare/Contrast ; <i>ILS10 RI.5.5</i> <i>ILS10 RI.5.6</i>	5.RI.2	Compare/contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts	I		M	
	5.RI.3	Compare and contrast multiple accounts of the same event or topic			M	
<b>Text Analysis</b> : Summarizing <i>ILS10 RI.5.2</i>	5.RI.4	Determine two or more main ideas of a text	M			
	5.RI.5	Identify the key details to support the main ideas of a text	M			
	5.RI.6	Summarize the text using multiple main ideas, and explain how the main ideas are supported by key details		M		
<b>Text Analysis</b> : Inference <i>ILS10 RI.5.1</i>	5.RI.7	Draw inferences using textual information	I			M
<b>Text Analysis</b> : Main Idea/Central Idea <i>ILS10 RI.5.2</i>	5.RI.8	Explain how the supporting details of a text determine the main ideas	I			M
	5.RI.9	Determine two or more main ideas of a text	M			
	5.RI.10	Explain how two or more main ideas of a text are supported by key details	M			
<b>Text Analysis</b> : Text Evidence (Support/Details) <i>ILS10 RI.5.1 ; ILS10 RI.5.3</i> <i>ILS10 RI.5.8</i>	5.RI.11	Quote accurately from a text when explaining what the text says explicitly	M			
	5.RI.12	Quote accurately from a text when drawing inferences from the text	I			M
	5.RI.13	Use specific information from text to explain the relationships or interactions identified between individuals, ideas, or concepts in a historical, scientific, or technical text			M	
	5.RI.14	Explain how an author uses evidence and reasons to support particular points in a text		M		
	5.RI.15	Identify which reasons and evidence support which point(s) in a text			M	
<b>Text Analysis</b> : Making Connections <i>ILS10 RI.5.3; ILS10 RI.5.9</i>	5.RI.16	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text	I	M		
	5.RI.17	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				M
<b>Text Analysis</b> : Questioning <i>ILS10</i>	5.RI.18	Not listed specifically in this grade’s standards. Questioning should be addressed through the others standards for this grade. See also Speaking and Listening standards for this grade.				
<b>Text Analysis</b> : Author’s Purpose/Point of View <i>ILS10 RI.5.6</i>	5.RI.19	Identify the point of view (e.g., firsthand, secondhand) in an account of an event or topic	M			
	5.RI.20	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	I	M		
<b>Vocabulary</b> : <i>ILS10 RI.5.4</i>	5.RI.21	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	I		M	
<b>Text Diversity</b> : Multiple Sources ; <i>ILS10 RI.5.6</i> <i>ILS10 RI.5.7 ; RI.5.9</i>	5.RI.22	Analyze multiple accounts of the same topic for similarities and differences	I		M	
	5.RI.23	Use information from multiple print or digital sources to answer a question quickly or solve a problem efficiently	I		M	
	5.RI.24	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	I		M	
<b>Text Diversity</b> Text Complexity <i>ILS10 RI.5.10</i>	5.RI.25	Identify key ideas and details, craft and structure, and integration of knowledge and ideas in informational text at appropriate complexity as seen in standards 1-9, with scaffolding as needed	I			M
	5.RI.26	Comprehend independently key ideas and details, craft and structure, and integration of knowledge and ideas in informational text at appropriate complexity as seen in standards 1-9, with scaffolding as needed	I			M
<b>Phonics and Word Recognition</b> <i>ILS10 RF.5.3</i>	5.RF.1	Identify syllabication patterns	M			
	5.RF.2	Identify root words	I	M		
	5.RF.3	Explain meanings of prefixes and suffixes	I	M		
	5.RF.4	Read accurately words with Latin roots	I			M
	5.RF.5	Apply grade-level phonics and word analysis skills in decoding words	M			
	5.RF.6	Synthesize phonics and word analysis skills to decode words	M			

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			1	2	3	4
	5.RF.7	Read accurately unfamiliar multisyllabic words in context and out of context	I	M		
<b>Fluency</b> <i>ILS10 RF.5.4</i>	5.RF.8	Identify purposes for reading texts	M			
	5.RF.9	Determine the purpose for reading on-level text	I	M		
	5.RF.10	Read orally with accuracy, appropriate rate, and expression on successive readings	I	M		
	5.RF.11	Reread, when necessary, as a strategy when confirming or self-correcting words in text	M			
	5.RF.12	Understand how context can help to confirm or self-correct word recognition	M			
	5.RF.13	Use context to confirm or self-correct word recognition and understanding	M			
	5.RF.14	Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings	I	M		
	5.RF.15	Read with accuracy, appropriate rate, and expression on successive readings	I	M		
	5.RF.16	Read on-level text fluently and accurately with understanding	M			
<b>Opinion/Argument Writing</b> <i>ILS10 W.5.1</i>	5.W.1	Introduce a topic or text clearly and state an opinion	I			M
	5.W.2	Create an organizational structure in which ideas are logically grouped to support the writer's purpose				M
	5.W.3	Provide logically ordered reasons that are supported by facts and details				M
	5.W.4	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)				M
	5.W.5	Provide a concluding statement or section that is related to the opinion presented				M
	5.W.6	Write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including a clear introduction of topic or text				M
<b>Informative/ Explanatory Writing</b> <i>ILS10 W.5.2</i>	5.W.7	Introduce a topic clearly by providing a general observation and focus				M
	5.W.8	Group related information logically				M
	5.W.9	Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension				M
	5.W.10	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that develop the topic				M
	5.W.11	Use appropriate word, phrases, and clauses that link ideas within and across categories of information (e.g., in contrast, especially)				M
	5.W.12	Use precise language and domain-specific vocabulary to inform about or explain the topic				M
	5.W.13	Write a concluding statement or section related to the information or explanation presented				M
	5.W.14	Write an informative/explanatory text to examine a topic and convey ideas and information clearly. The product should include a topic written clearly; a general observation and focus; related information grouped logically, including formatting illustrations, multi-media when useful to aiding comprehension; facts, definitions, concrete details, quotations, or other information and examples related to the topic; linked ideas within and across categories of information using words, phrases, and clauses; precise language and domain-specific vocabulary to inform about or explain the topic; a concluding statement or section related to the information or explanation presented				M
<b>Narrative Writing</b> <i>ILS10 W.5.3</i>	5.W.15	Establish a situation and introduce a narrator and/or characters to orient the reader		M		
	5.W.16	Organize an event sequence that unfolds naturally		M		
	5.W.17	Use narrative techniques, such as dialogue, description, and pacing, to develop the experiences and events		M		
	5.W.18	Use narrative techniques, such as dialogue, description, and pacing, to show the responses of characters to situations		M		
	5.W.19	Use a variety of transitional words, phrases, and clauses to manage the sequence of events		M		
	5.W.20	Use concrete words and phrases and sensory details to convey experiences and events precisely		M		
	5.W.21	Provide a conclusion that follows from the narrated experiences or events		M		
5.W.22	Write a narrative that effectively establishes a situation; uses techniques such as dialogue and description to develop experiences, events, and characters; utilizes appropriate transitional words/phrases; includes sensory details; and leads to a conclusion		M			
<b>Writing Process</b> <i>ILS10 W.5.4</i> <i>ILS10 W.5.5</i> <i>ILS10 W.5.6</i>	5.W.23	Analyze task, purpose, and audience for writing a text	I			M
	5.W.24	Determine suitable idea development strategies and organization appropriate to the task, purpose, and audience	I			M
	5.W.25	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	I			M
	5.W.26	Edit for conventions of writing (see Language standards 1-3 up to and including grade 5)	I			M
	5.W.27	With guidance and support from adults, use technology, including the Internet, to produce and publish writing	I			M
	5.W.28	With guidance and support from adults, use technology, including the Internet, to interact and collaborate with others	I			M
	5.W.29	Use keyboarding skills to type a minimum of two pages in a single setting	I			M

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			1	2	3	4
<b>Research to Write</b> <i>ILS10 W.5.7; ILS10 W.5.8; ILS10 W.5.9</i>	5.W.30	Research different aspects of a topic using several sources		I		M
	5.W.31	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic		I		M
	5.W.32	Use recalled relevant information from experiences in writing		I		M
	5.W.33	Use relevant information gathered from print and digital sources in writing		I		M
	5.W.34	Summarize or paraphrase information in notes and finished work		I		M
	5.W.35	Provide a list of sources		I		M
	5.W.36	Draw evidence from literary or informational texts to support analysis, reflection, and research		I		M
	5.W.37	Use evidence from literary texts to support the analysis of texts in writing by applying grade 5 Reading standards (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”)		I		M
<b>Range of Writing</b> <i>ILS10 W.5.10</i>	5.W.38	Use evidence from informational texts to support the analysis of texts in writing by applying grade 5 Reading standards (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”)		I		M
	5.W.39	Identify the various purposes for writing	M			
	5.W.40	Identify and understand the various organizational structures related to different genres or purposes of writing	I			M
	5.W.41	Write for various purposes and to various audiences for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences	I			M
	5.W.42	Write over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences	I			M
<b>Comprehension/ Collaboration</b> <i>ILS10 SL.5.1 ILS10 SL.5.2 ILS10 SL.5.3</i>	5.W.43	Write over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	I			M
	5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts	M			
	5.SL.2	Build upon other’s ideas	I	M		
	5.SL.3	Express own ideas clearly	I	M		
	5.SL.4	Come to discussions prepared, having read or studied required materials	M			
	5.SL.5	Draw on preparation and other information known about the topic to explore ideas under discussion	I		M	
	5.SL.6	Follow agreed-upon rules for discussions	M			
	5.SL.7	Carry out assigned discussion roles	M			
	5.SL.8	Pose specific questions that contribute to the discussion		I	M	
	5.SL.9	Respond to specific questions by making comments that contribute to the discussion		I	M	
	5.SL.10	Elaborate on the remarks of others during discussion with comments that contribute to the discussion	I		M	
	5.SL.11	Summarize a written text read aloud	M			
	5.SL.12	Summarize information presented in diverse media and formats, including visually, quantitatively, and orally		M		
<b>Presentation</b> <i>ILS10 SL.5.4 ILS10 SL.5.5 ILS10 SL.5.6</i>	5.SL.13	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence				M
	5.SL.14	Report on a text or topic or present an opinion	M			
	5.SL.15	Sequence ideas logically when reporting on a text or topic or presenting an opinion	I	M		
	5.SL.16	Determine appropriate facts, relevant descriptive details to support main ideas or themes	I	M		
	5.SL.17	Speak clearly at an understandable pace while reporting on a topic or text or presenting an opinion	I			M
	5.SL.18	Determine when it’s appropriate to add graphics, sound, or visual displays in presentations to enhance development of main ideas or themes	I		M	
	5.SL.19	Add graphics, sound, and/or visual displays to enhance the main idea or theme when appropriate during presentations	I		M	
	5.SL.20	Identify audience, task, and situation	M			
	5.SL.21	Identify characteristics of formal and informal speaking	M			
	5.SL.22	Analyze a situation to determine appropriate speech use (formal English or informal discourse)	M			
<b>Conventions</b> <i>ILS10 L.5.1 ILS10 L.5.2 ILS10 L.5.3</i>	5.SL.23	Speak appropriately for a variety of contexts and tasks, adapting speech as needed	I		M	
	5.SL.24	Speak using formal English when appropriate to task and situation	I		M	
	5.L.1	Identify conjunctions, prepositions, and interjections		M		
	5.L.2	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences		M		
<i>ILS10 L.5.2 ILS10 L.5.3</i>	5.L.3	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses			M	
	5.L.4	Use verb tense to convey various times, sequences, states, and conditions			M	

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			1	2	3	4	
	5.L.5	Identify inappropriate shifts in verb tense			M		
	5.L.6	Correct inappropriate shifts in verb tense			M		
	5.L.7	Correct inappropriate changes in verb tense			M		
	5.L.8	Use correlative conjunctions (e.g., either/or, neither/nor)		M			
	5.L.9	Apply correct capitalization, punctuation, spelling in writing	I			M	
	5.L.10	Use punctuation to separate items in a series	M				
	5.L.11	Use a comma to separate an introductory element from the rest of the sentence		M			
	5.L.12	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)		M			
	5.L.13	Use underlining or italics to indicate the title of a book, play, film, long musical work or broadcast series and quotations marks to indicate a title of other works, such as an article, poem, or story	M				
	5.L.14	Use underlining, quotation marks, or italics to indicate titles of works	M				
	5.L.15	Spell grade-appropriate words correctly, consulting references as needed	I			M	
	Knowledge of Languages <i>ILS10 L.5.3</i>	5.L.16	Use the conventions of language for writing, speaking, reading, listening	I			M
		5.L.17	Identify various sentence structures	I		M	
		5.L.18	Recognize varieties of English (e.g., dialects, registers) used in stories, dramas, poems	I	M		
		5.L.19	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	I	M		
5.L.20		Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, poems	I	M			
5.L.21		Use knowledge of language and language conventions when speaking	I			M	
Vocabulary <i>ILS10 L.5.4</i> <i>ILS10 L.5.5</i> <i>ILS10 L.5.6</i>	5.L.22	Determine the meaning of unknown and multiple-meaning words by examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text)	I	M			
	5.L.23	Use common Greek and Latin affixes and roots as clues to the meanings of a word (e.g. photograph, photosynthesis)	I		M		
	5.L.24	Identify common context clues in text (e.g., cause/effect relationships, comparisons)	I	M			
	5.L.25	Use print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to find pronunciation and determine or clarify the meaning of key words and phrases	M				
	5.L.26	Determine or clarify the meaning of an unknown word or phrase by choosing from a range of vocabulary strategies	I	M			
	5.L.27	Identify similes and metaphors in context	M				
	5.L.28	Interpret figurative language, including similes and metaphors, in context	M				
	5.L.29	Identify synonyms, antonyms, and homographs	M				
	5.L.30	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand words	M				
	5.L.31	Identify idioms, adages, and proverbs	M				
	5.L.32	Recognize and explain the meaning of common idioms, adages, and proverbs	M				
	5.L.33	Define grade appropriate general academic and domain-specific vocabulary that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)	M				
5.L.34	Use grade appropriate general academic and domain-specific words and phrases accurately, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)	I	M				

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