



**Grade 5**  
**Arkansas**  
**English Language Arts Standards**  
**2016**

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## Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college and careers have attained particular literacy capacities. These students

- 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;
- come to understand other perspectives and cultures.

The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics. A separate document, the Arkansas Disciplinary Literacy Standards, has been created to address the unique literacy needs in other content areas.

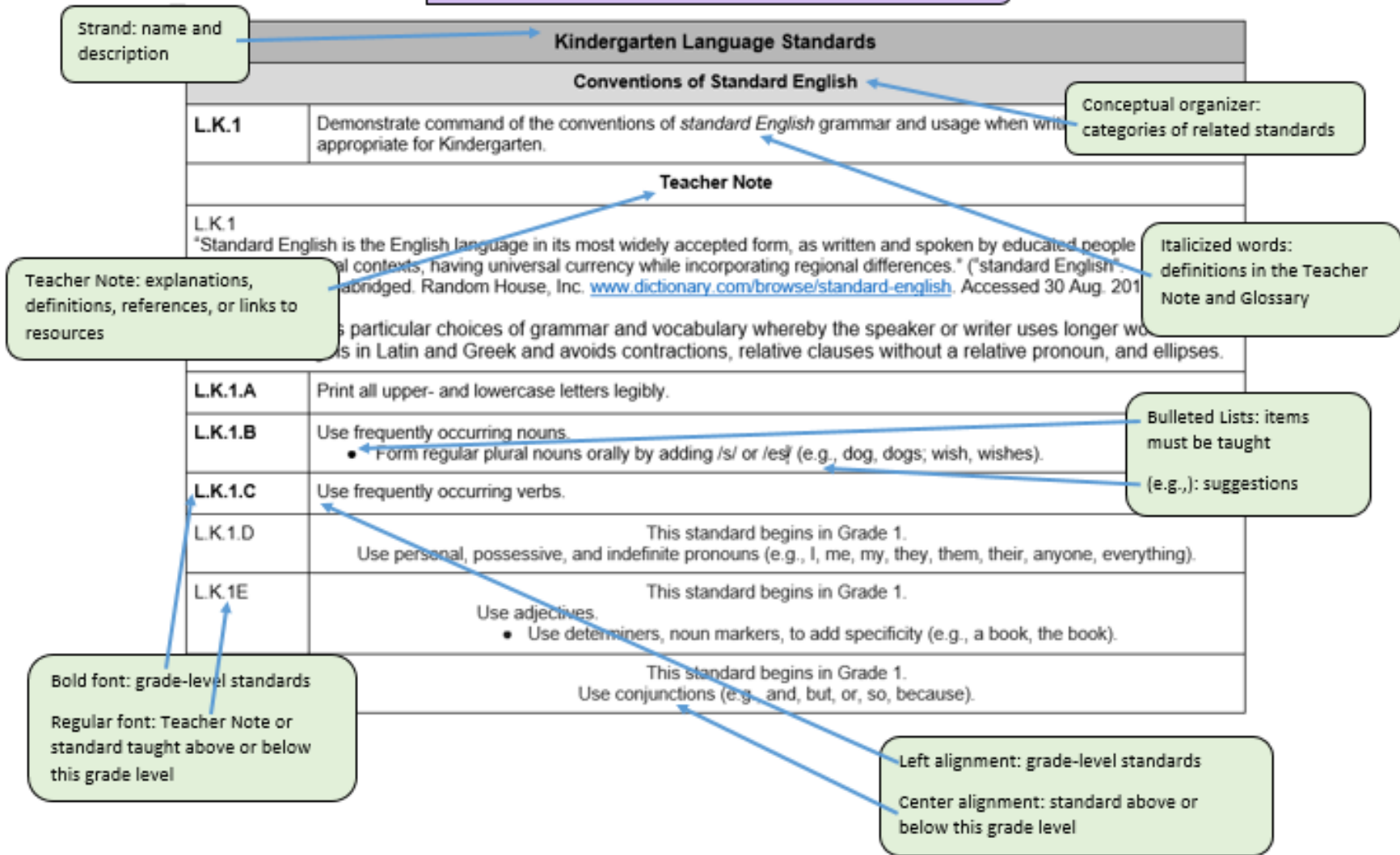
This document is organized around anchor standards and grade-level standards. The anchor standards address overarching knowledge and skills in reading, writing, speaking and listening, and language. Although the document is organized by strands, the standards should be integrated during instruction. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for Grades K-12. The grade-level standards include teacher notes that provide explanations, definitions, and links to resources to support teachers.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literature and literary nonfiction texts to teach the standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

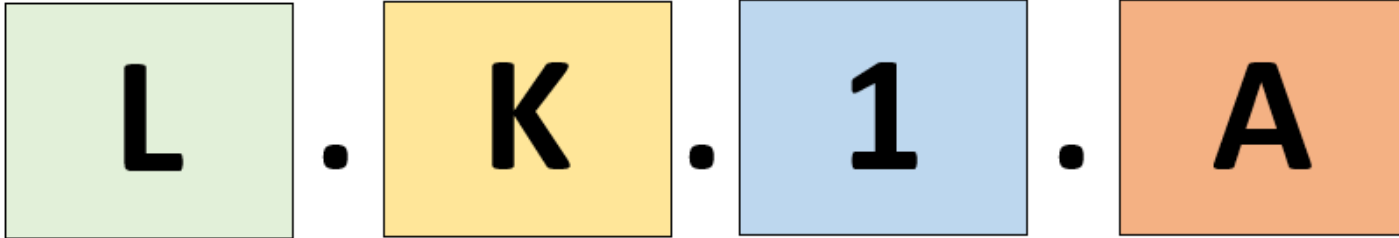
Teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for providing interventions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing a smooth learning progression from kindergarten through high school.

The Arkansas Department of Education academic standards are intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. The standards are not intended to be a state-mandated curriculum.

# How to Read the Standards Document



## How the Standards are Labeled



**The letter in the first position of the standard numbering system represents the strand:**

Reading Literature (RL)  
Reading Informational (RI)  
Reading Foundational (RF)  
Writing (W)  
Speaking and Listening (SL)  
Language (L)

**The symbol in the second position of the standard numbering system represents the grade level.**

**The number in the third position represents the standard.**

**Some standards are broken into segments that are represented by a letter in the fourth position.**

## How to Label the Anchor Standards

**R**

**CCR**

**1**

**The letter in the first position of the anchor standard numbering system represents the strand:**

Reading (R)

Writing (W)

Speaking and Listening (SL)

Language (L)

**The symbol in the second position of the anchor standard numbering system represents college and career readiness.**

**The number in the third position of the anchor standard numbering system represents the standard.**

## Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Reading. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on Range and Content of Student Reading Grades K-5**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, and poems from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

## Grade 5 Reading Standards for Literature

The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Key Ideas and Details

**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2** Examine a *grade-appropriate* literary text.

- Provide a *summary*.
- Determine a *theme* of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.

### Teacher Note

RL.5.2

Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.

Grade-appropriate is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics development and spelling development. Texts should be strategically selected for phonics, word study, and grammar as well as content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Summary is “a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original (Kissner, Emily. Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking. Heinemann, 2006, p. 8.)

Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.

**RL.5.3** 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).



| <b>Craft and Structure</b>   |  |
|--|--|
| <b>RL.5.4</b>  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.        |
| <b>Teacher Note</b>  |  |
| <p>RL.5.4<br/>When aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level.</p>   |  |
| <b>RL.5.5</b>  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| <b>Teacher Note</b>  |  |
| <p>RL.5.5<br/>In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. In a ballad, each stanza tells the next part of the story. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.</p>   |  |
| <b>RL.5.6</b>  | Describe how a narrator's or speaker's <i>point of view</i> and/or <i>perspective</i> influence how events are described.                  |
| <b>Teacher Note</b>  |  |
| <p>RL.5.6<br/>It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns.</p> |  |

RL.5.6 (continued)

Perspective is a particular way of viewing things that depends on one's experience and personality. ("perspective." Cambridge Academic Dictionary. Cambridge UP, 2016, [www.dictionary.cambridge.org/us/dictionary/English/perspective](http://www.dictionary.cambridge.org/us/dictionary/English/perspective). Accessed 30 Aug. 2016.)

In these standards and in an English class, the term "point of view" is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one's experience and personality. When analyzing literature, both terms are needed.

For further clarification, students need to know that it is common practice for disciplines other than English to use the terms "point of view" and "perspective" interchangeably to mean what English teachers define as perspective.

### Integration of Knowledge and Ideas

**RL.5.7**

Analyze how *multimedia* elements (e.g., text, audio, still images, animation, video, or interactive components) contribute to the meaning, *tone*, or beauty of that text (e.g., graphic novel, *multimedia* presentation of fiction, folktale, myth, poem).

### Teacher Note

RL.5.7

Multimedia is a technique in which several media are employed such as the combining of sound, video, and text for expressing ideas.

This standard is the introduction to the concept of tone. The foundation of understanding is built through analyzing the visual and auditory elements as they contribute to the text. Tone is the author's attitude toward the subject, characters or situation (e.g., amused, sad, angry).

RL.5.8

RL.K.8 is not applicable to literature based on anchor standard R.CCR.8.  
Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**RL.5.9**

Compare and contrast stories in the same genre on their approaches to similar *themes* and topics.

### Teacher Note

RL.5.9

Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.

## Range of Reading and Level of Text Complexity

**RL.5.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.

### Teacher Note

RL.5.10

Information about how to enrich comprehension through read-alouds and independent reading is available at the following link:

[http://www.corestandards.org/assets/Appendix\\_A.pdf#page=27](http://www.corestandards.org/assets/Appendix_A.pdf#page=27).

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 27, [www.corestandards.org/assets/Appendix\\_A.pdf#page=27](http://www.corestandards.org/assets/Appendix_A.pdf#page=27). Accessed 30 Aug. 2016.)

It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers." (Fiester, Leila. "Early Warning Confirmed." The Annie E. Casey Foundation, 2013, [aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11](http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11). Accessed 30 Aug. 2016.)

Grade 5 must build on the strong foundation from Grades K-4 for students to read on grade level. Students in Grade 5 should be reading independently in the upper end of the grade-level Lexile range between 740L-1010L. Students unable to read independently at the upper end of the range will need more support to reach the goal of reading independently on grade level. Note that the Lexile ranges overlap, recognizing that students can slip backward in reading achievement while they are not receiving reading support such as during summer break.

Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.

RL.5.10 (continued)

A detailed explanation of the three dimensions of text complexity may be found at the following link:

<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf>.

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Supplemental Information for Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, [www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf](http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf). Accessed 30 Aug. 2016.)

A chart with text complexity quantitative measures by grade band may be found at the following link:

<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4>.

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Supplemental Information for Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 4, [www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf](http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf). Accessed 30 Aug. 2016.)

## Grade 5 Reading Standards for Informational Text

The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Key Ideas and Details

|               |  |
|---------------|--|
| <b>RI.5.1</b> | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| <b>RI.5.2</b> | Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none"><li>● Provide a <i>summary</i>.</li><li>● Determine the main idea of a text and explain how it is supported by key details.</li></ul> |

### Teacher Note

#### RI.5.2

Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.

Grade-appropriate is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.

Summary is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original (Kissner, Emily. Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking. Heinemann, 2006, p. 8.)

RI.5.2 (continued)

Although a text may have several important ideas, it can have only one main idea. An example of how to identify the main idea and supporting key details is provided below:

The main idea of the text is that sharks have unique characteristics.

- “Sharks are actually a type of fish.”
- “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.”
- “One of the things particularly special about sharks is they have been around a long time.”

The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.

(“Shark Facts.” IRCMS-Third Grade Reading Passages. [www.ncsu.edu/project/lancet/third.htm](http://www.ncsu.edu/project/lancet/third.htm), 2016, [https://www.ncsu.edu/project/lancet/third\\_grade/sharks3.pdf](https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf). Accessed 24 September 2016.)

**RI.5.3**

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.

### Craft and Structure

**RI.5.4**

Determine the meaning of *general academic words* and *domain-specific words* and phrases in a text relevant to a Grade 5 topic or subject area.

### Teacher Note

RI.5.4

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic words refers to words that can be used across the disciplines. Domain-specific words are terms that are used within a particular discipline.

**RI.5.5**

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

|   |   |
|---|---|
| <b>RI.5.6</b>   | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <i>point of view</i> and/or <i>perspective</i> they represent. |
| <b>Teacher Note</b>   |   |
| <p>RI.5.6<br/>It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns.</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality. (“perspective.” <a href="http://www.dictionary.cambridge.org/us/dictionary/English/perspective">Cambridge Academic Dictionary</a>. Cambridge UP, 2016, www.dictionary.cambridge.org/us/dictionary/English/perspective. Accessed 30 Aug. 2016.)</p> <p>In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed.</p> <p>For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.</p> |   |
| <b>Integration of Knowledge and Ideas</b>   |   |
| <b>RI.5.7</b>   | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.        |

|  |  |
|--|--|
| <b>RI.5.8</b>  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| <b>Teacher Note</b>  |  |
| <p>RI.5.8<br/> A reason is a basis or cause, for some belief, action, fact, event; reasons answer the question why—Why is this important? Why should this be supported? Why is this a good idea?<br/> Example: Why should we drink milk?<br/> Reason 1: It builds strong bones.<br/> Supporting evidence: Milk contains calcium and the body uses calcium to build and repair bones.<br/> Reason 2: Milk promotes muscle growth.<br/> Supporting evidence: Milk contains protein which is a building block for muscle development.</p> <p>Why should we recycle?<br/> Reason 1: Recycling saves natural resources.<br/> Supporting evidence: Recycling paper reduces the number of trees that must be cut to meet the current paper demand.<br/> Reason 2: Recycling protects the environment.<br/> Supporting evidence: Recycling plastic keeps it out of the landfills, oceans, and streams, reducing pollution and the number of fish that would likely ingest the plastic.</p> |  |
| <b>RI.5.9</b>  | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                 |



## Range of Reading and Level of Text Complexity

### RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.

### Teacher Note

#### RI.5.10

Information about how to enrich comprehension through read-alouds and independent reading is available at the following link: [http://www.corestandards.org/assets/Appendix\\_A.pdf#page=27](http://www.corestandards.org/assets/Appendix_A.pdf#page=27).

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RI.5.10 (continued)

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## Grade 5 Reading Standards: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

### Print Concepts

RF.5.1

This standard is taught in Grade 1 and should be reinforced as needed.  
Demonstrate understanding of the organization and basic features of print.

RF.5.1.A

This standard is taught in Grade 2 and should be reinforced as needed.  
Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.

RF.5.1.B

This standard is taught in Kindergarten and should be reinforced as needed.  
Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.

RF.5.1.C

This standard is taught in Kindergarten and should be reinforced as needed.  
Understand that words are separated by spaces in print.

RF.5.1.D

This standard is taught in Kindergarten and should be reinforced as needed.  
Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

RF.5.2

This standard is taught in Grade 1 and should be reinforced as needed.  
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.5.2.A

This standard is taught in Grade 2 and should be reinforced as needed.  
Distinguish vowels (long, short, variant) in spoken one-syllable words.

|  |   |
|--|---|
| RF.5.2.B   | This standard is taught in Grade 2 and should be reinforced as needed.<br>Delete phonemes in the initial, medial, and final positions of spoken words including blends.   |
| RF.5.2.C   | This standard is taught in Grade 1 and should be reinforced as needed.<br>Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.  |
| RF.5.2.D   | This standard is taught in Grade 1 and should be reinforced as needed.<br>Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).   |
| RF.5.2.E   | This standard is taught in Grade 1 and should be reinforced as needed.<br>Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).  |
| RF.5.2.F   | This standard is taught in Grade 1 and should be reinforced as needed.<br>Add or substitute individual sounds (phonemes) in simple spoken words to make new words.  |
| RF.5.2.G   | This standard is taught in Grade 1 and should be reinforced as needed.<br>Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/. |
| <b>Phonics and Word Recognition</b>  |   |
| <b>RF.5.3</b>  | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| <b>Teacher Note</b>  |   |
| <p>Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found on pages 20-22 and 37 at the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=20">http://www.corestandards.org/assets/Appendix_A.pdf#page=20</a>.<br/>(National Governors Association Center for Best Practices, Council of Chief State School Officers. “Appendix A.” <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 20, <a href="http://www.corestandards.org/assets/Appendix_A.pdf#page=20">www.corestandards.org/assets/Appendix A. pdf#page=20</a>. Accessed 30 Aug. 2016.)</p> |   |

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| <b>RF.5.3.A</b>  | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  |
| <b>Teacher Note</b>  |   |
| <p>RF.5.3.A<br/> A chart with common discipline-specific roots may be found at the following link:<br/> <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a>.<br/> ("Common Content Area Roots and Affixes." ILA/NCTE, 2016, <a href="http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf">http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf</a>. Accessed 30 August 2016.)</p> |   |
| RF.5.3.B   | This standard is taught in Grade 3 and should be reinforced as needed.<br>Decode words with common Latin suffixes.  |
| RF.5.3.C   | This standard is taught in Grade 3 and should be reinforced as needed.<br>Decode multi-syllable words.  |
| RF.5.3.D   | This standard is taught in Grade 3 and should be reinforced as needed.<br>Read <i>grade-appropriate</i> irregularly spelled words.  |
| RF.5.3.E   | This standard is taught in Grade 2 and should be reinforced as needed.<br>Decode words that follow the six syllable types. <ul style="list-style-type: none"> <li>● closed syllable</li> <li>● open syllable</li> <li>● vowel-consonant-e</li> <li>● vowel teams</li> <li>● r-controlled vowel</li> <li>● consonant-le</li> </ul> |
| RF.5.3.F   | This standard is taught in Grade 2 and should be reinforced as needed.<br>Decode regularly spelled two-syllable words with long vowels.   |

## Fluency

**RF.5.4**

Read grade-level text with sufficient accuracy and *fluency* to support comprehension.

### Teacher Note

RF.5.4

Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.

Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.

Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides detailed guidance and includes rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:

“Reading rate appears to reflect students’ ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students’ reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students’ growth in reading and require instructional intervention.” (Rasinski, Timothy. “Assessing Reading Fluency.” PREL, 2004, p 15, <http://files.eric.ed.gov/fulltext/ED483166.pdf>. Accessed 30 August 2016.)

|  |  |
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| <b>RF.5.4.A</b>  | Read grade-level text with purpose and understanding.  |
| <b>Teacher Note</b>  |  |
| <p><b>RF.5.4.A</b><br/>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, <a href="http://aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11">aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11</a>. Accessed 30 Aug. 2016.)</p> <p>Grade 5 must build on the strong foundation from Grades K-4 for students to read on grade level. Students in Grade 5 should be reading independently in the upper end of the grade-level Lexile range between 740L-1010L. Students unable to read independently at the upper end of the range will need more support to reach the goal of reading independently on grade level. Note that the Lexile ranges overlap, recognizing that students can slip backward in reading achievement while they are not receiving reading support such as during summer break.</p> <p>Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.</p> |  |
| <b>RF.5.4.B</b>  | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.       |
| <b>RF.5.4.C</b>  | Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary. |

## Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Writing. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on Range and Content of Student Writing Grades K-5**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.



## Grade 5 Writing Standards

The following standards offer a focus for writing instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards.

### Text Types and Purposes

|              |   |
|--------------|---|
| <b>W.5.1</b> | Write opinion pieces on topics or texts, supporting the opinion with reasons and information. |
|--------------|---|

### Teacher Note

W.5.1

An opinion is a view, judgment, or appraisal formed in the mind about a particular matter; belief stronger than impression and less strong than positive knowledge. ("opinion." Merriam-Webster Inc., 2015, merriam-webster.com/dictionary/opinion. Accessed 30 August 2016.)

Note the learning progression: opinion writing is the foundation and precursor to persuasive writing; persuasive writing, based almost entirely on emotion and credibility, is a precursor to logically based argumentative writing.

|                |   |
|----------------|---|
| <b>W.5.1.A</b> | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
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| <b>W.5.1.B</b> | Provide logically ordered reasons that are supported by facts and details. |
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| <b>W.5.1.C</b> | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
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| W.5.1.D | This standard begins in Grade 6.<br>Establish and maintain a formal style. |
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| <b>W.5.1.E</b> | Provide a concluding statement or section related to the opinion presented. |
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| <b>W.5.2</b>   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| <b>Teacher Note</b>  |  |
| <p>W.5.2<br/> For detailed information about text types see the following link: <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a>.<br/> (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, www.corestandards.org/assets/Appendix A. pdf. Accessed 30 Aug. 2016.)</p> |  |
| <b>W.5.2.A</b>   | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension. |
| <b>Teacher Note</b>  |  |
| <p>W.5.2.A<br/> Text features should be presented in a systematic way within an aligned curriculum.</p>  |  |
| <b>W.5.2.B</b>   | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| <b>W.5.2.C</b>   | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  |
| <b>W.5.2.D</b>   | Use <i>precise language</i> and <i>domain-specific</i> words to inform about or explain the topic.   |
| <b>Teacher Note</b>  |  |
| <p>W.5.2.D<br/> Precise language is specific and non-vague language that spells out relationships between ideas, leading readers to a desired conclusion.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic words refers to words that can be used across the disciplines. Domain-specific words are terms that are used within a particular discipline.</p>   |  |
| W.5.2.E  | This standard begins in Grade 6.<br>Establish and maintain a formal style.   |

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| <b>W.5.2.F</b>   | Provide a concluding statement or section related to the information or explanation presented.   |
| <b>W.5.3</b>   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                  |
| <b>W.5.3.A</b>   | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.                 |
| <b>W.5.3.B</b>   | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.      |
| <b>W.5.3.C</b>   | Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  |
| <b>W.5.3.D</b>   | Use concrete words and phrases and sensory details to convey experiences and events precisely.   |
| <b>W.5.3.E</b>   | Provide a conclusion that follows from the narrated experiences or events.   |
| <b>Production and Distribution of Writing</b>  |  |
| <b>W.5.4</b>   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.                                   |
| <b>Teacher Note</b>  |  |
| W.5.4<br>Grade-specific expectations for writing types are defined in standards W.5.1, W.5.2, and W.5.3.           |  |
| <b>W.5.5</b>   | Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach. |
| <b>Teacher Note</b>  |  |
| W.5.5<br>Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5. |  |

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| <b>W.5.6</b>   | Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.              |
| <b>Teacher Note</b>  |  |
| W.5.6<br>Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.   |  |
| <b>Research to Build and Present Knowledge</b>   |  |
| <b>W.5.7</b>   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.   |
| <b>W.5.8</b>   | Recall relevant information from experiences or gather relevant information from print and digital sources. <ul style="list-style-type: none"> <li>• <i>Summarize</i> or paraphrase information in notes and finished work.</li> <li>• Provide a list of sources.</li> </ul> |
| <b>Teacher Note</b>  |  |
| W.5.8<br>Summary is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original. (Kissner, Emily. <u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u> . Heinemann, 2006, p. 8.) |  |
| <b>W.5.9</b>   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| <b>W.5.9.A</b>   | Apply Grade 5 Reading standards to literature.   |
| <b>W.5.9.B</b>   | Apply Grade 5 Reading standards to informational texts.  |

## Range of Writing

### **W.5.10**

Write routinely over extended time frames, time for

- research
- reflection
- revision

and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Speaking and Listening. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on Range and Content of Student Speaking and Listening Grades K-5**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## Grade 5 Speaking and Listening Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Comprehension and Collaboration

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|---------------|---|
| <b>SL.5.1</b> | Engage effectively in a range of <i>collaborative conversations/discussions</i> (one-on-one, in groups, teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
|---------------|---|

### Teacher Note

SL.5.1

For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 at the following link:

[http://www.corestandards.org/assets/Appendix\\_A.pdf#page=26](http://www.corestandards.org/assets/Appendix_A.pdf#page=26).

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 26, [www.corestandards.org/assets/Appendix\\_A.pdf#page=26](http://www.corestandards.org/assets/Appendix_A.pdf#page=26). Accessed 30 Aug. 2016.)

Collaborative conversations/discussions take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, teacher-led class discussion).

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| <b>SL.5.1.A</b> | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
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| <b>SL.5.1.B</b> | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| <b>SL.5.1.C</b> | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| <b>SL.5.1.D</b> | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
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| <b>SL.5.2</b>  | <i>Summarize</i> information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).  |
| <b>Teacher Note</b>  |  |
| <p>SL.5.2<br/>Summary is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original (Kissner, Emily. <u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u>. Heinemann, 2006, p. 8.)</p>  |  |
| <b>SL.5.3</b>  | <i>Summarize</i> the points a speaker makes and explain how each claim is supported by reasons and evidence.   |
| <b>Teacher Note</b>  |  |
| <p>SL.5.3<br/>Summary is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original. (Kissner, Emily. <u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u>. Heinemann, 2006, p. 8.)</p> |  |
| <b>Presentation of Knowledge and Ideas</b>   |  |
| <b>SL.5.4</b>  | <p>Report on a topic or text or present an opinion to support main ideas or <i>themes</i>.</p> <ul style="list-style-type: none"> <li>● Sequence ideas logically.</li> <li>● Use appropriate facts.</li> <li>● Use relevant, descriptive details.</li> <li>● Speak clearly at an understandable pace.</li> </ul> |
| <b>Teacher Note</b>  |  |
| <p>SL.5.4<br/>Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.</p>  |  |



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| <b>SL.5.5</b>   | Include <i>multimedia</i> components and <i>visual displays</i> in presentations when appropriate to enhance the development of main ideas or <i>themes</i> . |
| <b>Teacher Note</b>   |   |
| <p>SL.5.5<br/>Multimedia is a technique in which several media are employed such as the combining of sound, video, and text for expressing ideas.</p> <p>A visual display is a presentation of information that can be seen.</p> <p>Theme is a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.</p>                               |   |
| <b>SL.5.6</b>   | Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation.  |
| <b>Teacher Note</b>   |   |
| <p>SL.5.6<br/>Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.</p> <p>See L.5.1 and L.5.3 for specific language expectations for Grade 5 students when speaking and writing.</p> |   |

## Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Language. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on Range and Content of Student Language Use Grades K-5**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking and listening; indeed, they are inseparable from such contexts.

## Grade 5 Language Standards

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

### Conventions of Standard English

**L.5.1** Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 5.

#### Teacher Note

L.5.1

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. ("standard English." [Dictionary.com Unabridged](http://www.dictionary.com). Random House, 2016, [www.dictionary.com/browse/standard-english](http://www.dictionary.com/browse/standard-english). Accessed 30 Aug. 2016.)

Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.

L.5.1.A

This standard is taught in Grade 3 and should be reinforced as needed.  
Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.

L.5.1.B

This standard is taught in Grade 3 and should be reinforced as needed.  
Form and use regular and irregular plural nouns.

- Use abstract nouns (e.g., childhood).

**L.5.1.C**

Use verb tense to convey various times, sequences, states, and conditions.

- Recognize and correct inappropriate shifts in verb tense.

**L.5.1.D**

Use relative pronouns whose, whom, who, which, and that.

**L.5.1.E**

Use the relative adverbs where, when, and why.

**L.5.1.F**

Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when) appropriately.

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| L.5.1.G   | This standard is taught in Grade 4 and should be reinforced as needed.<br>Form and use prepositional phrases.  |
| <b>L.5.1.H</b>  | Produce complex sentences using dependent clauses and subordinating conjunctions.  |
| L.5.1.I   | This standard is taught in Grade 4 and should be reinforced as needed.<br>Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.  |
| L.5.1.J   | This standard is taught in Kindergarten and should be reinforced as needed.<br>Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).  |
| L.5.1.K   | This standard is taught in Grade 3 and should be reinforced as needed.<br>Form all upper- and lowercase letters to write words legibly in cursive.   |
| <b>L.5.2</b>  | Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.   |
| <b>Teacher Note</b>   |  |
| <p>L.5.2<br/>Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” <a href="http://www.dictionary.com">Dictionary.com Unabridged</a>. Random House, Inc., 2016, <a href="http://www.dictionary.com/browse/standard-english">www.dictionary.com/browse/standard-english</a>. Accessed 30 Aug. 2016.)</p> <p>Formal English reflects particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.</p> |  |
| L.5.2.A   | This standard is taught in Grade 4 and should be reinforced as needed.<br>Use correct capitalization.  |
| <b>L.5.2.B</b>  | Use underlining, quotation marks, or italics to indicate titles of works.  |
| <b>L.5.2.C</b>  | Use a comma to separate an introductory element from the rest of the sentence. <ul style="list-style-type: none"> <li>● Use a comma to set off appositives, 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?).</li> <li>● Use punctuation to separate items in a series.</li> </ul> |

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| <b>L.5.2.D</b>   | Spell <i>grade-appropriate</i> words correctly, consulting references as needed.  |
| <b>Teacher Note</b>  |   |
| <p>L.5.2.D<br/>Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.</p> <p>Systematic instruction in spelling is important because spelling impacts comprehension of text.</p> <p>One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, is cited here: (Templeton, Shane. “Vocabulary—Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond.” <u>Research to Practice</u>. Ed James F. Baumann and Edward J. Kame’enui. Guilford P, 2004, pp. 118-138). Two quotes and a scope and sequence document from this article are cited below:</p> <p>“Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students’ vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998).”</p> <p>“Words that are related in meaning are often related in spelling as well, despite changes in sound” (1991, p. 194).</p> <p>Table 8.1 “Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond” on page 124 of the Baumann and Kame’enui text provides general guidance for developing aligned system of spelling instruction.</p> <p>Another helpful resource is Kathy Ganske’s text, <u>Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction</u>. The text provides the Developmental Spelling Assessment and vocabulary activities to move students through the learning continuum for spelling. (Ganske, Kathy. <u>Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction</u>. Guilford P, 2000.)</p> <p>These suggested resources are offered to support districts but are not mandated.</p> |   |
| <b>Knowledge of Language</b>   |   |
| <b>L.5.3</b>   | Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening. |

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| <b>L.5.3.A</b>   | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  |
| <b>L.5.3.B</b>   | Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i> ) used in stories, dramas, or poems.   |
| <b>Teacher Note</b>  |  |
| <p>L.5.3.B<br/>Dialect is a variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially. ("dialect." <a href="http://www.dictionary.com">Dictionary.com Unabridged</a>. <a href="http://www.dictionary.com/browse/dialect?s=t">www.dictionary.com/browse/dialect?s=t</a>. Accessed 17 September 2016.)</p> <p>Register is any of the varieties of a language that a speaker uses in a particular social context.</p>   |  |
| <b>Vocabulary Acquisition and Use</b>  |  |
| <b>L.5.4</b>   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies. |
| <b>L.5.4.A</b>   | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.   |
| <b>L.5.4.B</b>   | Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).                                     |
| <b>Teacher Note</b>  |  |
| <p>L.5.4.B<br/>Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.</p> <p>Grade-appropriate is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the Grades 4-5 text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in Grade 5 concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> |  |

L.5.4.B (continued)

An explanation of derivational suffixes may be found at the following link:

[http://www.corestandards.org/assets/Appendix\\_A.pdf#page=22](http://www.corestandards.org/assets/Appendix_A.pdf#page=22).

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 22, [www.corestandards.org/assets/Appendix\\_A.pdf#page=22](http://www.corestandards.org/assets/Appendix_A.pdf#page=22). Accessed 30 Aug. 2016.)

A chart with common discipline-specific roots may be found at the following link:

<http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf>.

("Common Content Area Roots and Affixes." ILA/NCTE, 2016, <http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf>. Accessed 30 August 2016.)

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| <b>L.5.4.C</b> | Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| <b>L.5.4.D</b> | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).       |
| <b>L.5.5</b>   | Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for grade level.            |

**Teacher Note**

L.5.5

When aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level.

Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning: The girl was \_\_\_\_\_ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

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| <b>L.5.5.A</b> | Interpret figurative language in context, including but not limited to, similes and metaphors.   |
| <b>L.5.5.B</b> | Interpret the meaning of common idioms and proverbs.   |
| <b>L.5.5.C</b> | Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words. |

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| L.5.5.D   | <p>This standard is taught in Grade 1 and should be reinforced as needed.</p> <p>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> |
| L.5.6   | <p>Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases, including transition words that signal contrast, addition, and other logical relationships.</p>  |
| <b>Teacher Note</b>   |  |
| <p>L.5.6<br/>Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.</p> <p>Grade-appropriate is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the grade-level text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content or literary merit. The text must be rigorous enough to engage students in grade-level concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic words refers to words that can be used across the disciplines. Domain-specific words are terms that are used within a particular discipline.</p> |  |



Glossary  
Arkansas English Language Arts Standards Grades K-12

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|---------------------------------------|--|
| Collaborative conversation/discussion | Talking jointly with others, especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion)  |
| Collegial discussion                  | Talking about ideas, some of them contentious, with mutual respect for peers even when disagreeing   |
| Dialect                               | A variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially (“dialect.” <a href="http://www.dictionary.com/Unabridged">Dictionary.com.Unabridged</a> . <a href="http://www.dictionary.com/browse/dialect?s=t">www.dictionary.com/browse/dialect?s=t</a> . Accessed 17 September 2016.) |
| Domain-specific words                 | Terms that are used within a particular discipline   |
| Fluency (Reading)                     | The ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension   |
| Formal English                        | Particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses   |
| General academic words                | General academic words refers to words that can be used across all disciplines   |
| Grade-appropriate                     | Texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands   |
| High-frequency words                  | Regular and irregular words that appear often in printed text (Honig, Bill, Linda Diamond, and Linda Gutlohn. <a href="#">Teaching Reading Sourcebook</a> . Arena, 2008, p. 243.)  |
| Modal auxiliary                       | An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense (e.g., can, could, may, might, must, ought, shall, should, will, would) (“modal auxiliary.” <a href="#">American Heritage® Dictionary of the English Language, Fifth Edition</a> . Houghton Mifflin Harcourt, 2011, <a href="http://www.thefreedictionary.com/modal+auxiliary">www.thefreedictionary.com/modal+auxiliary</a> . Accessed 17 Sep. 2016.)                |
| Multimedia                            | A technique in which several media are employed such as the combining of sound, video, and text for expressing ideas   |
| Nuance                                | A subtle difference or distinction in expression or meaning  |
| Objective summary                     | A shortened version of an original text that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice  |
| Perspective                           | A particular way of viewing things that depends on one’s experience and personality (“perspective.” <a href="#">Cambridge Academic Dictionary</a> . Cambridge UP, 2016, <a href="http://www.dictionary.cambridge.org/us/dictionary/English/perspective">www.dictionary.cambridge.org/us/dictionary/English/perspective</a> . Accessed 30 Aug. 2016.)   |
| Point of view                         | The position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative   |
| Precise language                      | Specific language that spells out relationships between ideas, leading readers to a desired conclusion   |

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| Recount          | Formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).   |
| Register         | The level of formality of language that a speaker uses in a particular social context   |
| Retell           | Informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).   |
| Standard English | The English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (“standard English”. <u>Dictionary.com Unabridged</u> . Random House, 2016, <a href="http://www.dictionary.com/browse/standard-english">www.dictionary.com/browse/standard-english</a> . Accessed 30 Aug. 2016.) |
| Summary          | A shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original (Kissner, Emily. <u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u> . Heinemann, 2006, p. 8.)   |
| Temporal         | Of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as)  |
| Theme            | A main idea or an underlying meaning of a literary work that may be stated directly or indirectly   |
| Tone             | The author’s attitude toward the subject, characters, or situation (e.g., amused, sad, angry)   |
| Visual display   | A presentation of information that can be seen  |

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