

***GRADE 5 ENGLISH
LANGUAGE ARTS (ELA)
GLEs
Color Coded***

GLE content to be taught and *tested* in Grade 5 ELA in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
ELA.5.1	Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> • using context clues (e.g., definition, restatement, example, contrast) • using structural analysis (e.g., base words, roots, affixes) • determining word origins (etymology) • using electronic and print dictionaries, thesauruses, glossaries 	L.5.4
ELA.5.2	Identify common abbreviations, symbols, acronyms, and multiple-meaning words	L.5.4
ELA.5.3	Identify the meanings of idioms and analogies	L.5.5
ELA.5.4	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes	RI.3.4 L.3.6 L.4.6 RI.5.4 L.5.6
ELA.5.6	Identify and explain literary devices in grade-appropriate texts, including: <ul style="list-style-type: none"> • how word choice and images appeal to the senses and suggest mood, tone, and style • foreshadowing • flashback 	RL.5.4
ELA.5.8	Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts	RI.5.3
ELA.5.10	Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses	RL.5.3 RL.5.9
ELA.5.12	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated and implied main ideas and supporting details for each • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation with reasonable justification • identifying literary devices 	RL.5.1 RI.5.1 RI.5.2 RL.5.2

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ELA.5.14	Use technical information and other available resources (e.g., software programs, manuals) to solve problems	RI.5.7
ELA.5.17	Analyze grade-appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • thinking inductively and deductively • generating a theory or hypothesis • skimming/scanning • distinguishing facts from opinions and probability 	RI.5.8 RI.5.7
ELA.5.18	Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> • an established central idea • important ideas or events stated in sequential or chronological order • elaboration (e.g., fact, examples, specific details) • transitional words and phrases that unify points and ideas • an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas 	W.5.1 W.5.2
ELA.5.20	20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure 	L.5.3 W.5.4
ELA.5.21	Develop grade-appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics) • proofreading/editing • publishing using technology 	W.5.5 W.5.6
ELA.5.22	Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition	W.5.1 W.5.2

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ELA.5.23	Use the various modes to write compositions, including: <ul style="list-style-type: none"> • how-to essays • stories that incorporate dialogue, characters, plot, setting, and sensory details 	W.5.3
ELA.5.24	Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia	L.5.5 W.5.3
ELA.5.25	Write for various purposes, including: <ul style="list-style-type: none"> • formal and informal letters that state a purpose, make requests, or give compliments • evaluations of media, such as films, performances, or field trips • explanations of stories and poems using retellings, examples, and text-based evidence 	W.4.9 W.5.9 W.5.1
ELA.5.26	Use standard English punctuation, including: <ul style="list-style-type: none"> • parentheses and commas in direct quotations • commas to set off appositives and introductory phrases • use quotation marks around dialogue 	L.5.2
ELA.5.27	Capitalize the first and other important words in titles and proper nouns	L.5.2
ELA.5.28	Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> • varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory) • agreement of subjects and verbs in complex sentences • sentences without double negatives • correct sentence fragments and run-on sentences 	L.5.1
ELA.5.29	Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • using same verb tense throughout when appropriate • selecting and using specific nouns, pronouns, and verbs for clarity 	L.5.1
ELA.5.30	Spell high-frequency, commonly confused, frequently misspelled words correctly	L.5.2
ELA.5.31	Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings	L.5.2
ELA.5.42	Locate and select information using a variety of organizational features in grade-appropriate resources, including: <ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses 	RI.5.7 W.5.7 W.5.8

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ELA.5.43	Locate and integrate information from grade-appropriate resources, including: <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic 	RI.5.9 W.5.7
ELA.5.44	Locate, gather, and select information using data-gathering strategies, including: <ul style="list-style-type: none"> • surveying • interviewing • paraphrasing 	W.5.8
ELA.5.45	Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • bibliographies 	W.5.7
ELA.5.46	Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports	W.5.6
ELA.5.47	Give credit for borrowed information following acceptable use policy, including: <ul style="list-style-type: none"> • integrating quotations and citations • using endnotes • creating bibliographies and/or works cited lists 	W.5.8
ELA.5.48	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps	SL.5.2

GLEs, CCSS, and extended CCSS content (highlighted) to be taught but *not tested* in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text
ELA.5.32	Adjust diction and enunciation to suit the purpose for speaking
ELA.5.33	Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking
ELA.5.36	Adjust volume and inflection to suit the audience and purpose of presentations
ELA.5.37	Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion

GLEs, CCSS, and extended CCSS content (highlighted) to be taught but *not tested* in 2012-13 and 2013-14

ELA.5.39	Deliver formal and informal presentations for a variety of purposes, including: <ul style="list-style-type: none"> • book reports • personal experiences • explanations of projects 	
ELA.5.40	Evaluate media for various purposes, including: <ul style="list-style-type: none"> • effectiveness of organization and presentation • usefulness and relevance of information 	
ELA.5.41	Participate in group and panel discussions, including: <ul style="list-style-type: none"> • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) 	
CCSS #	Common Core State Standard Text	Year to be Implemented
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.	2012-13
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	2012-13
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ¹	2012-13
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	2012-13
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.	2012-13
RL.5.1 RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2012-13
RL.5.2	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 or how the speaker in a poem reflects upon a topic; summarize the text.	2012-13
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).	2012-13

¹ The highlighted CCSS match GLEs, but the highlighted CCSS content goes beyond the GLEs and will be added to the curriculum in the year shown.

GLEs, CCSS, and extended CCSS content (highlighted) to be taught but <i>not tested</i> in 2012-13 and 2013-14		
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	2012-13
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	2012-13
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	2012-13
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.	2012-13
W.5.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p>	2012-13
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	2012-13
W.5.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature.</p> <p>b. Apply grade 5 Reading standards to literary nonfiction.</p>	2012-13
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	2013-14
L.5.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	2013-14
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	2013-14

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RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	2013-14
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area .	2013-14
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics .	2013-14
SL.5.1	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, building on others' ideas and expressing their own clearly . a. 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. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	2013-14
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	2013-14
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	2013-14
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly . a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension . b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic . c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) . d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	2013-14
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.	2013-14
W.5.10	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 discipline-specific tasks, purposes, and audiences.	2013-14

Asterisk * - Content to be taught during the transition years to prevent gaps in curriculum, but will not be tested until 2014-2015.

Grayed Out - GLEs not incorporated until 2013 – 2014

Reading and Responding – 32%

Standard 1: Read, Comprehend and Respond – 19% (GLEs 1, 2, 3, 4, 6, 8)

Standard 6: Read, Analyze, Respond to Literature – 2% (GLE 10)

Standard 7: Apply Reasoning and Problem Solving Skills – 11% (GLEs 12, 14, 17)

Standard 2: Write Competently – 11% (GLEs 18, 20, 21, 22, 23, 24, 25)

Standard 3: Use Conventions of Language – 48% (GLEs 26, 27, 28, 29, 30, 31)

Standard 5: Locate, Select, Synthesize Information – 8% (GLEs 42, 43, 44, 45, 46, 47, 48)

NOT CURRENTLY ASSESSED

2012-2013 and 2013-2014 5th Grade ELA Transitional Curriculum Map