

Ellis School

Grade 5

Language Arts

NECAP Reading

Vocabulary Strategies and Breadth of Vocabulary

- R-5-2.1** Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning.
- R-5-3.1** Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning.
- R-5-3.2** Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by explaining the use of words in context.

Initial Understanding of Literary Texts

- R-5-4.1** Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time.
- R-5-4.2** Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.

Analysis and Interpretation of Literary Texts/Citing Evidence

- R-5-5.1** Making logical predictions.
- R-5-5.2** Describing characters' interactions or their changes over time.
- R-5-5.3** The relationship among elements (plot, character, setting) within text.
- R-5-5.4** Identifying the narrator.
- R-5-5.5** Identifying author's message or theme.
- R-5-6.1** Demonstrating knowledge of use of literary elements and devices to analyze literary works.

Initial Understanding of Informational Text

- R-5-7.1** Obtaining information from text features.
- R-5-7.2** Using information from the text to answer questions related to main/central ideas or key details.
- R-5-7.3** Organizing information to show understanding by comparing/contrasting.

Analysis and Interpretation of Informational Texts/Citing Evidence

- R-5-8.1** Connecting information *within* a text or *across* texts.
- R-5-8.2** Synthesizing information within or across text(s).
- R-5-8.3** Drawing inferences about text, including persuade and assertions about central ideas.
- R-5-8.4** Distinguishing fact from opinion.
- R-5-8.5** Making inferences about causes or effects.

Writing

Structures of Language: Applying Understanding of Sentences, Paragraphs, Text Structures

- W-5-1.1** Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses).
- W-5-1.2** Using the paragraph form: indenting, main idea, supporting details.
- W-5-1.3** Recognizing organizational structures *within* paragraphs
EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast. *EXAMPLE:* When given a paragraph and a list of text structures, students identify structure used or their purposes.

Writing in Response to Literary or Informational Text: Showing Understanding of Ideas in Text

- W-5-2.1** Selecting appropriate information to set context/background.

W-5-2.2 Summarizing key ideas.

W-5-2.3 Connecting what has been read to other texts by referring to relevant ideas.

Writing in Response to Literary or Informational Text: Making Analytical Judgments About Text

W-5-3.1 Stating and maintaining a focus (purpose) when responding to a given a question.

W-5-3.2 Making inferences about the content, events, characters, setting, or common themes.

W-5-3.3 Using specific details and citations to support focus.

W-5-3.4 Writing a conclusion that provides closure.

Narrative Writing: Creating a Story Line and Applying Narrative Strategies

W-5-4.1 Creating a coherent (logically consistent) story line.

W-5-4.2 Establishing context (setting or background information), problem/conflict/challenge, and resolution.

W-5-4.3 Using transition words/phrases to establish clear chronology and to enhance meaning.

W-5-5.1 Using relevant and descriptive details to advance the plot/story line.

W-5-5.2 Using dialogue to advance plot/story line.

W-5-5.3 Developing characters through description.

Informational Writing (reports, procedures, or persuasive writing): Organizing and Conveying Information

W-5-6.1 Using an organizational text structure appropriate to focus/controlling idea *EXAMPLES* (of text structures): description, sequential, chronology, proposition/support, compare/contrast.

W-5-6.2 Selecting appropriate information to set the context.

W-5-6.3 Using transition words or phrases appropriate to organizing text structure.

W-5-6.4 Writing a conclusion that provides closure.

W-5-7.2 Stating and maintaining a focus/controlling idea on a topic.

Informational Writing (reports, procedures, or persuasive writing): Using Elaboration Strategies

W-5-8.2 Excluding extraneous information,

W-5-8.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.

Writing conventions: Applying Rules of Grammar, Usage, and Mechanics

W-5-9.1 Identifying or correcting grammatical errors *EXAMPLES*: subject-verb agreement.

W-5-9.2 Applying basic capitalization rules.

W-5-9.4 Using punctuation to clarify meaning *EXAMPLES*: commas, apostrophes, quotation marks.

W-5-9.5 Correctly spelling grade-appropriate, high frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules *EXAMPLES*: consonant doubling, consonant patterns, units of meaning –common roots, base words, pre/suffixes.

