

***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"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> <li>• using structural analysis (e.g., base words, roots, affixes)</li> <li>• determining word origins (etymology)</li> <li>• using electronic and print dictionaries, thesauruses, glossaries</li> </ul>                                                                                                                                                                                                                  | 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<br>L.3.6<br>L.4.6<br>RI.5.4<br>L.5.6 |
| ELA.5.6  | Identify and explain literary devices in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• how word choice and images appeal to the senses and suggest mood, tone, and style</li> <li>• foreshadowing</li> <li>• flashback</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | 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<br>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"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated and implied main ideas and supporting details for each</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation with reasonable justification</li> <li>• identifying literary devices</li> </ul> | RL.5.1<br>RI.5.1<br>RI.5.2<br>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"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• thinking inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability</li> </ul>                                                                                                                                      | RI.5.8<br>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"> <li>• an established central idea</li> <li>• important ideas or events stated in sequential or chronological order</li> <li>• elaboration (e.g., fact, examples, specific details)</li> <li>• transitional words and phrases that unify points and ideas</li> <li>• an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas</li> </ul> | W.5.1<br>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"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality)</li> <li>• variety in sentence structure</li> </ul>                                                | L.5.3<br>W.5.4   |
| ELA.5.21 | Develop grade-appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer and teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology</li> </ul>             | W.5.5<br>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<br>W.5.2   |

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| ELA.5.23 | Use the various modes to write compositions, including: <ul style="list-style-type: none"> <li>• how-to essays</li> <li>• stories that incorporate dialogue, characters, plot, setting, and sensory details</li> </ul>                                                                                                                                                                                                                              | 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<br>W.5.3           |
| ELA.5.25 | Write for various purposes, including: <ul style="list-style-type: none"> <li>• formal and informal letters that state a purpose, make requests, or give compliments</li> <li>• evaluations of media, such as films, performances, or field trips</li> <li>• explanations of stories and poems using retellings, examples, and text-based evidence</li> </ul>                                                                                       | W.4.9<br>W.5.9<br>W.5.1  |
| ELA.5.26 | Use standard English punctuation, including: <ul style="list-style-type: none"> <li>• parentheses and commas in direct quotations</li> <li>• commas to set off appositives and introductory phrases</li> <li>• use quotation marks around dialogue</li> </ul>                                                                                                                                                                                       | 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"> <li>• varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory)</li> <li>• agreement of subjects and verbs in complex sentences</li> <li>• sentences without double negatives</li> <li>• correct sentence fragments and run-on sentences</li> </ul> | L.5.1                    |
| ELA.5.29 | Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>• using same verb tense throughout when appropriate</li> <li>• selecting and using specific nouns, pronouns, and verbs for clarity</li> </ul>                                                                                                                                                                                                      | 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"> <li>• complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)</li> <li>• electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)</li> <li>• frequently accessed and bookmarked Web addresses</li> </ul>     | RI.5.7<br>W.5.7<br>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"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic</li> </ul> | RI.5.9<br>W.5.7 |
| ELA.5.44 | Locate, gather, and select information using data-gathering strategies, including: <ul style="list-style-type: none"> <li>• surveying</li> <li>• interviewing</li> <li>• paraphrasing</li> </ul>                                                                                                                                                                                                              | 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"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• bibliographies</li> </ul>                                                                                             | 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"> <li>• integrating quotations and citations</li> <li>• using endnotes</li> <li>• creating bibliographies and/or works cited lists</li> </ul>                                                                                                                                               | 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"> <li>• book reports</li> <li>• personal experiences</li> <li>• explanations of projects</li> </ul>                                                                                                                   |                        |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| ELA.5.40         | Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• effectiveness of organization and presentation</li> <li>• usefulness and relevance of information</li> </ul>                                                                                                                                  |                        |
| ELA.5.41         | Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>• explaining the effectiveness and dynamics of group process</li> <li>• applying agreed-upon rules for formal and informal discussions</li> <li>• assuming a variety of roles (e.g., facilitator, recorder, leader, listener)</li> </ul> |                        |
| 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). <sup>1</sup>                                                                                                                                                                    | 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<br>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                |

<sup>1</sup> 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.

| <b>GLEs, CCSS, and extended CCSS content (highlighted) to be taught but <i>not tested</i> in 2012-13 and 2013-14</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 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> <ul style="list-style-type: none"> <li>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.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> </ul>                                                     | 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> <ul style="list-style-type: none"> <li>a. Apply grade 5 Reading standards to literature.</li> <li>b. Apply grade 5 Reading standards to literary nonfiction.</li> </ul>                                                                                                                                                                                           | 2012-13 |
| L.5.3                                                                                                                | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>                                                                                                  | 2013-14 |
| L.5.5                                                                                                                | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> | 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 |

| <b>GLEs, CCSS, and extended CCSS content (highlighted) to be taught but <i>not tested</i> in 2012-13 and 2013-14</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| RF.5.3                                                                                                               | Know and apply grade-level phonics and word analysis skills in decoding words.<br>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 <b>general academic</b> and domain-specific <b>words and phrases</b> in a text <b>relevant to a grade 5 topic or subject area</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2013-14 |
| RL.5.9                                                                                                               | Compare and contrast <b>stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2013-14 |
| SL.5.1                                                                                                               | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) <b>with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</b> .<br>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.<br>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>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 <b>to examine a topic and convey ideas and information clearly</b> .<br>a. Introduce a topic <b>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> .<br>b. <b>Develop the topic</b> with facts, <b>definitions, concrete details, quotations, or other information</b> and examples <b>related to the topic</b> .<br>c. Link ideas within and across categories of information using words, phrases, <b>and clauses (e.g., in contrast, especially)</b> .<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | 2013-14 |
| W.5.6                                                                                                                | <b>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.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 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 5<sup>th</sup> Grade ELA Transitional Curriculum Map