

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- 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 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.
- 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.

Craft and Structure

- RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.
- RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Ideas and Analysis

- RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.
- RL.5.8 Not applicable to literature.
- RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Range of Reading and Level of Complexity

- RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- 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 and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Ideas and Analysis

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
- 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).
- RI.5.9 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 Complexity

- RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

READING FOUNDATIONAL SKILLS

The foundational skills 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, including handwriting. These foundational skills 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. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. 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.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

- RF.5.2 Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

- RF.5.4 Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- RF.5.5 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STRAND

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Organize information and ideas around a topic to plan and prepare to write.
 - 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.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses.
 - Provide a concluding statement or section related to the opinion presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion that follows from the narrated experiences or events.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Research

- W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.6 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

SPEAKING AND LISTENING STRAND

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- 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.
- 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.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.
- SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LANGUAGE STRAND

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

LANGUAGE STANDARDS

Conventions of Standard English

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

Language Standards – Grammar Continuum

Skill	4-5
Subject/Verb Agreement	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement
Nouns	<ul style="list-style-type: none"> Use abstract nouns (such as <i>courage</i>) Continue to use regular and irregular plural nouns
Verbs	<ul style="list-style-type: none"> Form and use progressive verb tenses Use modal auxiliaries (such as <i>may</i> or <i>must</i>) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense
Adjectives	<ul style="list-style-type: none"> Form and use comparative and superlative and accurately choose which to use—adjective or adverb Order adjectives within sentences according to conventional patterns
Conjunctions	<ul style="list-style-type: none"> Continue to use coordinating and subordinating conjunctions Use correlative conjunctions (such as <i>either/or</i>)
Adverbs	<ul style="list-style-type: none"> Form and use comparative and superlative adverbs Use relative adverbs
Sentences	<ul style="list-style-type: none"> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Produce, expand, and rearrange simple, compound, and complex sentences
Prepositions	<ul style="list-style-type: none"> Form and use prepositional phrases
Pronouns	<ul style="list-style-type: none"> Ensure pronoun-antecedent agreement Use relative pronouns

Determiners	
Commonly Confused Words	<ul style="list-style-type: none"> • Correctly use frequently confused words (such as <i>to, two, too</i>)
Interjections	<ul style="list-style-type: none"> • Continue to use interjections
Phrases & Clauses	<ul style="list-style-type: none"> • Explain the function of phrases and clauses • Recognize independent and dependent phrases and clauses
Usage	

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

Language Standards – Conventions Continuum

Skill	4-5
Capitalization	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization
Punctuation	<ul style="list-style-type: none"> • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words <i>yes</i> and <i>no</i> • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works
Spelling	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly
References	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings

Knowledge of Language

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- L.5.4 Determine and/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 strategies: context clues, word parts, word relationships, and reference materials.
- L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.
- a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- 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.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.5.1 Identify words in the text that answer a question about explicit information.
- RL.5.2 Identify the theme of a story, drama or poem.
- RL.5.3 Compare two characters in a familiar story.

Craft and Structure

- RL.5.4 Determine the meaning of words and phrases as they are used in a text.
- RL.5.5 Identify how a series of events fit together to create a particular story.
- RL.5.6 Determine the point of view of the narrator.

Integration of Ideas and Analysis

- RL.5.7 Identify illustrations, factual, or multimedia elements that add to understanding of a text.
- RL.5.9 Compare stories with similar topics or themes.

Range of Reading and Level of Complexity

- RL.5.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.5.1 Identify words in the text to answer a question about explicit information.
- RI.5.2 Identify the main idea of a text when it is not explicitly stated.
- RI.5.3 Compare two individuals, events, or ideas in an informational text.

Craft and Structure

- RI.5.4 Determine the meanings of domain-specific words and phrases.
- RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.
- RI.5.6 Compare two texts on the same topic.

Integration of Ideas and Analysis

- RI.5.7 Locate information in print or digital sources.
- RI.5.8 Identify details and examples that supports specific points in a text.
- RI.5.9 Compare details presented in three or more texts on the same topic.

Range of Reading and Level of Complexity

- RI.5.10 Actively engage in the reading of informational text for a clearly stated purpose and sustained periods of time. Connect prior knowledge and experiences to text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.5.2 Purposefully selects or produces letters to create written documents.

Craft and Structure

- RF.5.4 Apply letter-sound knowledge to decode words.
 - a. Read common sight words and decode single syllable words.

- RF.5.5 Engage in purposeful reading of text.
- Read text comprised of familiar words with accuracy and understanding.
 - Use context to confirm or self-correct word recognition when reading.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.5.1 Write an opinion about topics or texts, supporting a point of view with reasons.
- Introduce the topic or text and state an opinion about it.
 - Provide reasons to support the opinion.
- W.5.2 Write to share information supported by details.
- Select a topic and write to convey information including related visual, tactual, or multimedia information as appropriate.
 - Provide facts, details, or other information related to the topic.
- W.5.3 Write about an event of personal experience that includes three or more events in a sequence.
- W.5.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

- W.5.5 Conduct short research projects using two or more sources.
- W.5.6 Gather and sort relevant information on a topic from print or digital sources into given categories.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.5.1 Communicate with others in group interactions.
- Come to discussion prepared to share information.
 - Carry out assigned role in a discussion.
 - Ask questions related to information in a discussion.
 - Make comments that contribute to the discussion and link to the remarks of others.
- SL.5.2 Identify the explicitly stated main idea of text presented orally or through other media.
- SL.5.3 Identify the reasons and evidence supporting a specific point.
- SL.5.4 Communicate opinion on a familiar topic or text, providing facts or details related to it.
- SL.5.5 Select or create audio recordings and visual/tactile displays to enhance presentation.

LANGUAGE

Conventions of Standard English

- L.5.1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating.
- L.5.2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing.
- L.5.3 Use language to achieve desired meaning when communicated by combining words when asked.
- L.5.4 Demonstrate knowledge of word meanings drawn from grade 5 content.
- L.5.5 Demonstrate understanding of word relationships and use.
- Demonstrate understanding of words that have similar meanings.
 - Use simple, common idioms (e.g., You bet! It's a deal., cool.).
- L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.