

**TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION**

**SERIES 44AA  
NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES FOR ENGLISH LANGUAGE ARTS  
IN WEST VIRGINIA SCHOOLS (2520.1A)**

**§126-44AA-1. General.**

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.1A defines the content standards (or instructional goals) and objectives for the English Language Arts as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- July 15, 2011.

1.4. Effective Date. -- Kindergarten August 15, 2011; First Grade July 1, 2012; Second Grade July 1, 2013; Third through Twelfth July 1, 2014.

1.5. Repeal of former rule. -- None. This is a new policy.

**§126-44AA-2. Purpose.**

2.1. This policy defines the content standards and objectives for the programs of study required by Policy 2510 in English Language Arts.

**126-44AA-3. Incorporation by Reference.**

3.1. A copy of Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

**§126-44AA-4. Summary of the Content Standards and Objectives.**

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for English Language Arts; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.



## Introduction

The Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools are aligned to the Common Core State Standards for English Language Arts & Literacy, the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The Common Core State Standards for English Language Arts & Literacy, the product of work led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by the states in their decades-long work on crafting high-quality education standards. In May 2010, the West Virginia Board of Education adopted the Common Core State Standards for English Language Arts & Literacy; shortly thereafter, 85 classroom teachers and representatives of Higher Education faculty began a deep study of this work and placed the content of these Standards into the West Virginia Framework. This group of West Virginia educators found the standards to be research and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily engage in the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually use their critical reading skills as they sift through the staggering amount of information available today in print and digitally. They actively seek the thorough and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They demonstrate the reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

## Explanation of Terms

**Content Standards** are broad statements that define the knowledge, skills and understanding that all students must demonstrate in a content area at the end of the kindergarten through college career readiness sequence of study.

**Clusters** are groups of the objectives that define the expectations students must demonstrate to be college and career ready.

**Objectives** are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the clusters and content standards. Objectives build across grade levels as students advance in their knowledge and skills.

**Performance Descriptors** describe in narrative format how students demonstrate achievement of the content standards. Line breaks within the narrative format indicate clusters of concepts and skills. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery, and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

**Distinguished:** A student at this level has demonstrated exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level applications.

**Above Mastery:** A student at this level has demonstrated effective performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.

**Mastery:** A student at this level has demonstrated adequate knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.

**Partial Mastery:** A student at this level has demonstrated limited knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.

**Novice:** A student at this level has demonstrated minimal fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

## Numbering of Standards

The number for each standard is composed of three parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level, and
- the standard.

Illustration: ELA.3.W refers to the third grade writing English Language Arts standard.

**Numbering of Clusters**

The numbering of clusters is composed of four parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level,
- the standard, and
- the cluster.

Illustration: ELA.4.R.C2 refers to the fourth grade reading standard Craft and Structure cluster.

The English Language Arts cluster names and numbers, as well as corresponding grade levels, are listed below:

<b>Cluster Number and Name</b>	<b>Grade Levels</b>
1. Key Ideas and Details	K-12
2. Craft and Structure	K-12
3. Integration of Knowledge and Ideas	K-12
4. Range of Reading and Level of Text Complexity	K-12
5. Print Concepts	
6. Phonological Awareness	
7. Phonics and Word Recognition	K-1 only
8. Fluency	K-5 only
9. Text Types and Purposes	
10. Production and Distribution of Writing	K-12
11. Research to Build and Present Knowledge	K-12
12. Range of Writing	
13. Comprehension and Collaboration	K-12
14. Presentation of Knowledge and Ideas	K-12
15. Conventions of Standard English	K-12
16. Knowledge of Language	K-12
17. Vocabulary Acquisition and Use	K-12

**Numbering of Objectives**

The numbering of objectives is composed of five parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level,
- the standard,
- the cluster, and
- the objective.

Illustration: ELA.K.R.C2.1 refers to the first objective in the second cluster of the reading standard in kindergarten English Language Arts.

### **Numbering of Performance Descriptors**

The number for each group of four performance descriptors is composed of three parts, each part separated by a period:

- the content area (ELA for English Language Arts),
- the letters PD are for Performance Descriptors,
- the grade level, and
- the standard number.

Illustration: ELA.PD.4.SL refers to English Language Arts performance descriptors for the fourth grade Speaking and Listening objective.

### **Unique Electronic Numbers (UENs)**

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link, specific bits of information. Once Policy 2520.1A is available on the Web, each standard, each cluster, each objective and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.1A form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.1A is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.1A is noted at the top of each page containing standards, clusters, objectives and performance descriptors. As sections of Policy 2520.1A are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) facilitate implementation of WV Standards into electronic formats such as databases and XML Files. The WV Department of Education encourages everyone who is going to use the Next Generation Content Standards for English Language Arts in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

## ENGLISH LANGUAGE ARTS – Policy 2520.1A

The English Language Arts content standards, objectives and performance descriptors were developed in four major strands: reading, writing, speaking and listening and language. Each strand provides a clear description of what the students in kindergarten through twelfth grade should know and be able to do. The curriculum through the grade levels is ordered to allow for foundational content and a scaffolding process to ensure a rigorous and challenging program of studies for all students. The content standards, objectives and performance descriptors defined herein will serve to ultimately promote a more literate West Virginia society.

The Common Core State Standards were referenced in the development of the Next Generation West Virginia Content Standards and Objectives. The Common Core is supported by the Council of Chief State School Officers and National Governors Association. The Common Core references include NAEP, ACT, SAT, and multiple other national research studies. Each reference was reviewed, and its relevance was determined in order to produce a more challenging curriculum for West Virginia students.

Considerations in the development of the English Language Arts K-12 curriculum included the rigor that is comparable to national and international language arts standards and successful performance on national and international language arts assessments. The curriculum progresses through the grade levels in a spiraling effect to ensure both a complete mastery of each strand and an opportunity to attain the distinguished level of performance. The English Language Arts program emphasized attention to content and global awareness. Crucial components of the curriculum involve use of literary and informational texts in language arts and across the curriculum disciplines as these skills are essential in comprehending all curricular areas.

One of the key requirements of the Next Generation West Virginia Content Standards and Objectives is that all students comprehend texts of steadily increasing complexity as they progress through school. Students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers as well as in numerous life tasks. While reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students' ability to read complex texts independently. These conditions have left a serious gap between many high school seniors' reading ability and the reading requirements they will face after graduation. A turning away from complex texts is likely to lead to a general impoverishment of knowledge. To prevent an impoverishment of knowledge, students must read complex texts that offer them new language and new knowledge.

### Text Complexity Grade Bands and Associated Lexile Ranges in Lexile Measures

Text Complexity Grade Band in the Standards	Lexile Ranges Aligned to College and Career Readiness Expectations
K-1	N/A
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-College Career Readiness	1215-1355

**Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework**

Grade	Literary Text	Informational Text
4	50%	50%
8	45%	55%
12	30%	70%

**Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework**

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

The four major content strands have defined objectives that explain what the student should know. The objectives move from the literal level of identifying and recognizing information to the more complex skills of analyzing and evaluating. The abbreviation, e.g., indicates examples for teaching the objectives. Furthermore, in the spiraling curriculum, the teacher is strongly encouraged to review the objectives of the previous grade level to serve as a starting point for review and maintenance as well as preview the next grade level to serve as a starting point for enrichment.



## English Language Arts Content Standards K-12

### Standard 1: Reading

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will 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.

### College and Career Readiness Anchor Standards for Reading

The grades K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by Cluster. The CCR 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 meanings, and analyze how specific word choices shape meaning 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, or stanza) relate to each other and the whole.
6. Assess how point of view 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, including visually and quantitatively, as well as in words.
8. Delineate 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 the authors take.

### Range of Reading and Level of Text Complexity

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

### **Standard 2: Writing**

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

### **College and Career Readiness Anchor Standards for Writing**

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career (CCR) anchor standards below by cluster. The CCR 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 (These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and 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 or informational texts to support analysis, reflection, and research

### 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.

### **Standard 3: Speaking and Listening**

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by cluster. The CCR 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 and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

##### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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.

### **Standard 4: Language**

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

#### **College and Career Readiness Anchor Standards for Language**

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by cluster. The CCR 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

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

Knowledge of Language

9. 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

10. 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.
11. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

## English Language Arts – Grade 5

English Language Arts fifth grade students expand and strengthen knowledge and skills learned in earlier grades in a literacy-rich environment that integrates reading, writing, speaking and listening and language in engaging and authentic experiences. Students apply comprehension, writing and vocabulary skills and strategies, which will enable them to critically judge literary and informational texts across the curriculum, with increased emphasis on informational texts. Fifth grade students continue to read literary and informational texts of appropriate complexity. They strengthen and expand their research and writing skills using the writing process and conventions of language within and across the curriculum with increased emphasis on writing and sharing information, explaining and giving opinions. Integration of reading, writing, listening, speaking and media literacy instruction prepare fifth grade 21<sup>st</sup> century learners as they access information to contribute, deliver and exhibit. Fifth grade students continue to develop as independent, self-directed critical thinkers and life-long learners through participating in inquiry based, self-directed learning experiences. The West Virginia Standards for 21<sup>st</sup> Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 5		English Language Arts		
Standard:		Reading		
Performance Descriptors ELA.PD.5.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Fifth grade students at distinguished level in reading:</p> <p>support analysis of literary and informational text with specific evidence, objective inferences; summarize, determine central ideas and describe plot development and characters' response;</p> <p>determine the figurative and connotative meanings; analyze how words and text</p>	<p>Fifth grade students at above mastery level in reading:</p> <p>analyze and quote accurately from literary and informational text, determine central ideas and describe plot development and characters' response;</p> <p>determine the figurative meaning; analyze how words and text structure</p>	<p>Fifth grade students at mastery level in reading:</p> <p>determine theme, compare and contrast two or more characters, settings or events drawing on details in a literary text; determine two or more main ideas and explain the relationships/interactions between individuals, events, ideas or concepts based on specific information in informational text and quote accurately from literary and informational text;</p> <p>determine the meaning of figurative language; compare and contrast</p>	<p>Fifth grade students at partial mastery level in reading:</p> <p>determine theme, compare and contrast two or more characters, settings or events drawing on details in a literary text; determine two or more main ideas and explain the relationships/interactions between individuals, events, ideas or concepts based on information in informational text;</p> <p>compare and contrast overall structure of two or more literary and</p>	<p>Fifth grade students at novice level in reading:</p> <p>refer to text to summarize, infer and determine main idea or theme; draw on specific, in-depth details to explain how inferences, main idea and theme are supported;</p> <p>allude to characters in mythology, use structural elements to explain major</p>

<p>structure contribute to tone and development of theme, setting, plot and point of view in literary and informational text;</p>	<p>contribute to tone and development of theme, setting, plot and point of view in literary and informational text;</p>	<p>overall structure of two or more literary and informational texts; analyze multiple accounts of the same event or topic and note similarities and differences in point of view; explain how chapters, scenes or stanzas fit together;</p>	<p>informational texts; analyze multiple accounts of the same event or topic;</p>	<p>differences between poems, drama and prose and between events, procedures, ideas and concepts in a text; compare and contrast different accounts considering focus and information;</p>
<p>compare and contrast one author's presentation across genres and media formats in literary and informational text;</p>	<p>compare and contrast one author's presentation across genres in literary and informational text;</p>	<p>draw on information from multiple print and digital sources; demonstrate the ability to locate answers quickly and efficiently; identify reasons and evidence that support points made by an author; analyze how visual and multimedia elements contribute to meaning, tone or beauty of a text; compare and contrast stories in the same genre;</p>	<p>draw on information from multiple print and digital sources to demonstrate the ability to locate answers identify supporting reasons to solve problems, compare and contrast stories in the same genre;</p>	<p>make connections between different texts, identify specific descriptions and directions, compare and contrast similar themes, topics and patterns of events, interpret inflections and explain how they contribute to understandings; integrate information from two texts on the same topic in order to speak and write knowledgeably;</p>
<p>read and comprehend literary and informational text in the grades 6-8 text complexity band proficiently with minimal scaffolding;</p>	<p>read and comprehend literary and informational text in the grade 6-8 text complexity band proficiently with scaffolding as needed;</p>	<p>read and comprehend literary and informational text in the grades 4-5 text complexity band independently and proficiently;</p>	<p>read and comprehend literary and informational text in the grades 4-5 text complexity band proficiently with minimal scaffolding at the high end of the range;</p>	<p>read and comprehend literary and informational text in the grades 4-5 text complexity band proficiently with minimal scaffolding as needed;</p>
<p>apply above grade level phonics analysis skills to decode words;</p>	<p>apply above grade level phonics analysis skills to decode words with scaffolding;</p>	<p>apply grade level phonics analysis skills to decode words;</p>	<p>apply phonic analysis skills to decode words;</p>	<p>use knowledge of letter-sound correspondences, syllabication patterns and morphology to read multisyllabic words in and out of context;</p>

read above level prose and poetry accurately and fluently to support comprehension.	with scaffolding, read above level prose and poetry accurately and fluently to support comprehension.	read on level prose and poetry accurately and fluently to support comprehension.	with scaffolding, read on level prose and poetry accurately and fluently to support comprehension.	read below level prose and poetry accurately and fluently to support comprehension.
<b>Cluster</b>	<b>Key Ideas and Details</b>			
<b>Objectives</b>	<b>Students will</b>			
ELA.5.R.C1.1	quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.			
ELA.5.R.C1.2	determine a theme of a story, drama or poem from details in a literary 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.			
ELA.5.R.C1.3	compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact).			
ELA.5.R.C1.4	quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.			
ELA.5.R.C1.5	determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.			
ELA.5.R.C1.6	using an informational text, 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.			
<b>Cluster</b>	<b>Craft and Structure</b>			
<b>Objectives</b>	<b>Students will</b>			
ELA.5.R.C2.1	determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.			
ELA.5.R.C2.2	explain how a series of chapters, scenes or stanzas fits together in a literary text to provide the overall structure of a particular story, drama or poem.			
ELA.5.R.C2.3	describe how a narrator's or speaker's point of view influences how events are described in a literary text.			
ELA.5.R.C2.4	determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a <i>grade 5 topic or subject area</i> .			
ELA.5.R.C2.5	compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more informational texts.			
ELA.5.R.C2.6	analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in an informational text.			
<b>Cluster</b>	<b>Integration of Knowledge and Ideas</b>			
<b>Objectives</b>	<b>Students will</b>			
ELA.5.R.C3.1	analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			
ELA.5.R.C3.2	compare and contrast stories in literary texts in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
ELA.5.R.C3.3	draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
ELA.5.R.C3.4	explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).			
ELA.5.R.C3.5	integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.			

<b>Cluster</b>	<b>Range of Reading and Level of Text Complexity</b>
<b>Objectives</b>	Students will
ELA.5.R.C4.1	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.
ELA.5.R.C4.2	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.
<b>Cluster</b>	<b>Phonics and Word Recognition</b>
<b>Objectives</b>	Students will
ELA.5.R.C7.1	know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Cluster</b>	<b>Fluency</b>
<b>Objectives</b>	Students will
ELA.5.R.C8.1	read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>read on-level text with purpose and understanding.</li> <li>read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.</li> <li>use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

<b>Grade 5</b>	<b>English Language Arts</b>			
<b>Standard:</b>	Writing			
<b>Performance Descriptors ELA.PD.5.W</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Fifth grade students at distinguished level in writing:  develop argumentative, informative/ explanatory texts that support claims, examine and convey ideas and information and use coherent and relevant development; narratives that possess a variety of appropriate transitions and details using precise language and domain-specific vocabulary to convey experiences.	Fifth grade students at above mastery level in writing:  develop opinion and informative/explanatory texts that support opinions, examine and convey ideas and information and use coherent and relevant development; write narratives with appropriate transitions and details using precise language and domain-specific vocabulary.	Fifth grade students at mastery level in writing:  develop opinion and informative/explanatory texts organized to a specific topic in a clear, logical order; transition from the topic to supporting details using appropriate language and domain-specific vocabulary; provide a concluding statement related to the information; write narratives that orient the reader by establishing a	Fifth grade students at partial mastery level in writing:  develop opinion and informative/explanatory texts organized to a specific topic in a clear, logical order; use appropriate language and domain-specific vocabulary; provide a concluding statement related to the information presented in the writing. develop opinion and informative/explanatory texts organized to a specific	Fifth grade students at novice level in writing:  develop opinion and informative/explanatory texts clearly in which supporting facts, concrete details and quotations related to the topic are grouped in paragraphs and sections linked within categories to support the writer’s purpose; use precise language and domain-specific vocabulary; write narratives that orient



<p>utilizing the writing process and collaboration, produce, strengthen and publish in one sitting a minimum of three pages of audience-appropriate writing that is clear and organized and conveys appropriate style;</p> <p>conduct and refine research that encourages analysis, evaluation and reflection using multiple, credible sources to avoid plagiarism and use a basic bibliographic format;</p> <p>write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.</p>	<p>organize and produce clear, coherent writings appropriate for task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet, to produce and publish;</p> <p>use several credible sources to conduct research that encourages analysis and avoids plagiarism by using a basic bibliographic format;</p> <p>write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.</p>	<p>situation; use concrete words and phrases using narrative techniques such as pacing and dialogue to show characters' response to situations.</p> <p>with guidance and collaboration, organize and produce clear, coherent writings appropriate for task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet, to produce and publish;</p> <p>use several sources to conduct short research projects, summarize and paraphrase gathered information in notes, use evidence to support analysis and research and provide a list of sources in the finished work;</p> <p>write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.</p>	<p>topic in a clear, logical order; use appropriate language and domain-specific vocabulary; provide a concluding statement related to the information presented; write narratives that orient the reader by establishing a situation; use concrete words, phrases or clauses to convey sequence of events to show characters' response to situations.</p> <p>with guidance and collaboration, organize and produce clear, coherent writing appropriate for task and audience; strengthen writing by editing, revising, rewriting; use technology, including the Internet;</p> <p>use a moderate amount of sources to conduct short research projects, summarize gathered information in notes, use evidence to support analysis and research and provide a list of sources in the finished work;</p> <p>write routinely over short and extended time frames for research based projects for specific tasks, purposes and audiences.</p>	<p>the reader by establishing a situation; use concrete words and phrases, sensory details and transitional words and phrases to convey the sequence of events; provide a logical conclusion.</p> <p>use the Internet and sufficient keyboarding skills to produce and publish in one sitting a minimum of two pages of clear and coherent writing appropriate to audience;</p> <p>investigate different aspects of a topic to categorize relevant information drawn from literary and informational texts to support analysis, reflection and research; provide a list of sources;</p> <p>write routinely over short and extended time frames for a range of discipline-specific tasks, purposes and audiences.</p>
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<b>Cluster</b>	<b>Text types and Purposes</b>
<b>Objectives</b>	<b>Students will</b>
ELA.5.W.C9.1	<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>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>provide logically ordered reasons that are supported by facts and details.</li> <li>link opinion and reasons using words, phrases and clauses (e.g., <i>consequently, specifically</i>).</li> <li>provide a concluding statement or section related to the opinion presented.</li> </ul>
ELA.5.W.C9.2	<p>write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>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 in aiding comprehension.</li> <li>develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>link ideas within and across categories of information using words, phrases and clauses (e.g., <i>in contrast, especially</i>).</li> <li>use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>provide a concluding statement or section related to the information or explanation presented.</li> </ul>
ELA.5.W.C9.3	<p>write a narrative to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> <li>orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>use a variety of transitional words, phrases and clauses to manage the sequence of events.</li> <li>use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Cluster</b>	<b>Production and Distribution of Writing</b>
<b>Objectives</b>	<b>Students will</b>
ELA.5.W.C10.1	produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (grade-specific expectations for writing types are defined in objectives in text types and purposes.)
ELA.5.W.C10.2	with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (editing for conventions should demonstrate command of language objectives up to and including grade 5.)
ELA.5.W.C10.3	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 sitting.
<b>Cluster</b>	<b>Research to Build and Present Knowledge</b>
<b>Objectives</b>	<b>Students will</b>
ELA.5.W.C11.1	conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELA.5.W.C11.2	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.
ELA.5.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research.

	<ul style="list-style-type: none"> <li>• apply <i>grade 5 reading objectives</i> to literature (e.g., “compare and contrast two or more characters, settings or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>• apply <i>grade 5 reading objectives</i> to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul>
<b>Cluster</b>	<b>Range of Writing</b>
<b>Objectives</b>	<b>Students will</b>
ELA.5.W.C12.1	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.

<b>Grade 5</b>	<b>English Language Arts</b>			
<b>Standard:</b>	<b>Speaking &amp; Listening</b>			
<b>Performance Descriptors ELA.PD.5.SL</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
<p>Fifth grade students at distinguished level in speaking and listening:</p> <p>come prepared to a collaborative discussion and draw from information read or studied to engage in discussions of information presented in diverse formats, posing and responding to questions, referring to evidence, distinguishing valid claims, using reflection and paraphrasing to understand multiple perspectives;</p> <p>speaking in task appropriate language, clearly present logically sequenced, relevant contributions using visual and multimedia components to clarify.</p>	<p>Fifth grade students at above mastery level in speaking and listening:</p> <p>come prepared to a collaborative discussion and draw from information read or studied to engage in discussion of information presented in diverse formats, posing questions, referring to evidence, distinguishing valid claims and using reflection to understand multiple perspectives;</p> <p>speaking in task appropriate language, clearly present logically sequenced facts and ideas using visual and multimedia displays.</p>	<p>Fifth grade students at mastery level in speaking and listening:</p> <p>come prepared to a collaborative discussion and draw from information read or studied; summarize a written text and points a speaker makes and explain how each claim is supported; make comments, elaborate on the remarks of others and draw conclusions based on new information;</p> <p>report on a topic or present an opinion using a logical sequence of events; adapt speech to a variety of contexts and tasks; support the main idea with appropriate facts and sufficient details; speak clearly and enhance</p>	<p>Fifth grade students at partial mastery level in speaking and listening:</p> <p>come prepared to a collaborative discussion and draw from information read or studied; summarize a written text and points a speaker makes and explain how each claim is supported; make comments and elaborate on the remarks of others based on new information;</p> <p>report on a topic or present an opinion using a logical sequence of events; support the main idea with appropriate facts, speak clearly and enhance presentation with multimedia and visual displays.</p>	<p>Fifth grade students at novice level in speaking and listening:</p> <p>carry out assigned roles while posing and responding to specific questions to clarify or follow up on information, make comments that contribute to the discussion and paraphrase portions of the presentation to review key ideas and supporting details;</p> <p>add appropriate audio and visual displays to presentations to enhance development and to support main ideas or themes in an organized manner and differentiate between formal and informal situations.</p>

		presentation with multimedia and visual displays.		
<b>Cluster</b>	<b>Comprehension and Collaboration</b>			
<b>Objectives</b>	<b>Students will</b>			
ELA.5.SL.C13.1	engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>• 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.</li> <li>• follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>			
ELA.5.SL.C13.2	summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.			
ELA.5.SL.C13.3	summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
<b>Cluster</b>	<b>Presentation of Knowledge and Ideas</b>			
<b>Objectives</b>	<b>Students will</b>			
ELA.5.SL.C14.1	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; speak clearly at an understandable pace.			
ELA.5.SL.C14.2	include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
ELA.5.SL.C14.3	adapt speech to a variety of contexts and tasks; using formal English when appropriate to task and situation. (see grade 5 language objectives for specific expectations.)			

<b>Grade 5</b>	<b>English Language Arts</b>			
<b>Standard:</b>	<b>Language</b>			
<b>Performance Descriptors ELA.PD.5.L</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Fifth grade students at distinguished level in language:  use intensive pronouns and proper case, correct non-standard pronoun usage, recognize vague pronouns, improve expression and use commas, parentheses and	Fifth grade students at above mastery level in language:  use intensive pronouns and proper case, correct non-standard pronoun usage, recognize vague pronouns, improve expression and use commas, parentheses and	Fifth grade students at mastery level in language:  explain function of conjunctions, prepositions and interjections; form and use the perfect verb tenses; use commas to set off items in a series, introductory	Fifth grade students at partial mastery level in language:  explain function of conjunctions, prepositions and interjections; use commas to punctuate items in a series;	Fifth grade students at novice level in language:  form and use relative pronouns and adverbs; form and order adjectives; use verbs, conjunctions and prepositional phrases to produce correct and

<p>dashes to set off nonrestrictive/ parenthetical elements;</p> <p>vary sentence patterns for meaning interest and style while maintaining consistency in tone and style;</p> <p>use context clues, affixes and/or roots to decipher meaning, consult print and digital reference; demonstrate understanding of figures of speech, relationships between words and denotation and the nuances of connotation.</p>	<p>dashes to set off nonrestrictive/ parenthetical elements with scaffolding as needed;</p> <p>vary sentence patterns for meaning interest and style while maintaining consistency;</p> <p>demonstrate an understanding of academic and domain-specific words and phrases, using context clues, affixes and/or roots to decipher meaning, consult print and digital references and understand figures of speech and relationships between words.</p>	<p>elements, tag questions and to indicate direct address;</p> <p>expand, combine and reduce sentences for meaning, interest and style while comparing and contrasting language used in stories, dramas or poems and differentiate between formal and informal situations;</p> <p>interpret figurative language and use the relationship between particular words to better understand each; acquire and use general academic and domain-specific words and phrases that signal contrast, addition and other logical relationships.</p>	<p>combine and reduce sentences for meaning, interest and style and differentiate between formal and informal situations;</p> <p>demonstrate an understanding of figurative language and use the relationship between particular words to better understand each; acquire general and domain-specific words and phrases that signal precise actions, emotions or states of being.</p>	<p>complete sentences; correct sentence fragments, run-ons and frequently confused words;</p> <p>convey ideas precisely, choose punctuation for effect and differentiate between formal and informal situations;</p> <p>use common Greek and Latin affixes and roots to determine meaning, consult reference materials to find the pronunciation and precise meaning of key words; demonstrate understanding of figurative language, synonyms and antonyms; acquire and use words and phrases that signal precise actions, emotions or states of being.</p>
<b>Cluster</b>	<b>Conventions of Standard English</b>			
<b>Objectives</b>	<b>Students will</b>			
ELA.5.L.C15.1	<p>demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.</li> <li>• form and use the perfect (e.g., <i>i had walked</i>; <i>i have walked</i>; <i>i will have walked</i>) verb tenses.</li> <li>• use verb tense to convey various times, sequences, states and conditions.</li> <li>• recognize and correct inappropriate shifts in verb tense.</li> <li>• use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ul>			
ELA.5.L.C15.2	<p>demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> <li>• use punctuation to separate items in a series.</li> <li>• use a comma to separate an introductory element from the rest of the sentence.</li> </ul>			

	<ul style="list-style-type: none"> <li>• use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>it's true, isn't it?</i>) and to indicate direct address (e.g., <i>is that you, steve?</i>).</li> <li>• use underlining, quotation marks or italics to indicate titles of works.</li> <li>• spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<b>Cluster</b>	<b>Knowledge of Language</b>
<b>Objectives</b>	<b>Students will</b>
ELA.5.L.C16.1	<p>use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> <li>• expand, combine and reduce sentences for meaning, reader/listener interest and style.</li> <li>• compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.</li> </ul>
<b>Cluster</b>	<b>Vocabulary Acquisition and Use</b>
<b>Objectives</b>	<b>Students will</b>
ELA.5.L.C17.1	<p>determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>• use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li> <li>• consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>
ELA.5.L.C17.2	<p>demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• interpret figurative language, including similes and metaphors, in context.</li> <li>• recognize and explain the meaning of common idioms, adages and proverbs.</li> <li>• use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
ELA.5.L.C17.3	<p>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>).</p>