

Standards for Excellence

ELA/ELD Standards Alignment

Fifth Grade

B – Beginning
 EI – Early Intermediate
 I – Intermediate

EA – Early Advanced
 A – Advanced

Domain: Reading

Strand: 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMIC VOCABULARY DEVELOPMENT: *Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
Word Recognition 1.1		
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression.	EI Read own writing of narrative and expository text aloud with some pacing, intonation, and expression. I Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression. EA Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression. A Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.	pp. 111 See ELA Teachers Resources as well as Hampton Brown
Vocabulary and Concept Development 1.2– 1.5		
1.2 Use word origin to determine the meaning of unknown words.	I Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).	See ELA Teachers Resources as well as Hampton Brown
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	EA Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present/gift, present/time). A Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	pp. 55, 65, 139 pp. 55, 65, 139
1.4 Know abstract, roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).	EA Use some common roots and affixes when attached to unknown vocabulary (e.g., educate, education). A Apply knowledge of common roots and affixes when attached to known vocabulary.	pp. 39, 61
1.5 Understand and explain the figurative and metaphorical use of words in context.	EA Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird”). EA Use common idioms in discussions and reading (e.g., “scared silly”). A Use common idioms, some analogies and metaphors in discussions and reading	pp. 233 pp. 171, 233

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Strand: 2.0 READING COMPREHENSION: *Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Structural Features of Informational Materials 2.1 – 2.2</i>		
2.1 Understanding how text features (e.g., format, graphics, sequences, diagrams, illustrations, charts, maps) make information accessible and usable.	B Point out text features such as title, table of contents, and chapter headings. EI Read and identify basic text features such as title, table of contents, and chapter headings. I Read and identify text features such as title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. EA Locate and identify the function of text features such as format, diagrams, charts, glossaries, indexes. A Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.	See ELA Teachers Resources as well as Hampton Brown
2.2 Analyze text that is organized in sequential or chronological order.	B Identify the basic sequence of events in stories read to them, using key words or pictures. EI Orally identify the basic sequence of written text using simple sentences. EA Identify some significant structural (organizational) patterns in text, such as sequence./chronological order, and cause/effect. A Identify significant structural (organizational) patterns in text, such as compare/contrast, cause/effect, and sequence/chronological order.	p. 195 pp. 59, 195 p. 195 p. 195
<i>Comprehension and Analysis of Grade Level Appropriate Text 2.3 – 2.4</i>		
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	EA Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences. A Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.	See ELA Teachers Resources as well as Hampton Brown
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	B Respond orally to stories read to them by answering questions, using one- or two-word responses (e.g., brown bear”). EI Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown.”). I Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”).	See ELA Teachers Resources as well as Hampton Brown

Expository Critique 2.5

2.5 Distinguish facts, supported inferences, and opinions in text.

- EI Orally identify examples of fact/opinion in familiar texts read to them.
- I Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.
- EA Distinguish between explicit examples of fact, opinions, inference, and cause/effect in texts.
- A Distinguish between fact/opinion, inferences, and cause/effect in text.

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Strand: 3.0 LITERARY RESPONSE AND ANALYSIS: *Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Structural Features of Literature 3.1</i>		
3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.	B Orally distinguish between fiction and non-fiction using one- or two-word responses or phrases. B Use pictures, lists, charts, and tables to identify the characteristics of fairy tails, folktales, myths, and legends. EI Orally distinguish among poetry, drama, and short stories using simple sentences. A Describe the major characteristics of poetry, drama, fiction, and non-fiction.	See ELA Teachers Resources as well as Hampton Brown
<i>Narrative Analysis of Grade-Level Text Appropriate Text 3.2 – 3.5</i>		
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	EI Orally identify the main events of the plot using simple sentences. EI Orally describe the setting of a piece of literature using simple sentences. I Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts. EA Read and orally identify the main problem of a plot and how it is resolved in a selection.	pp. 69, 115, 133, 163
3.3 Contrast the actions, motives (e.g., loyalty, conscientiousness, selfishness), and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	B Orally identify different characters and settings in simple literary texts using words or phrases. EI Orally describe what a character is like by what he/she does in a selection, using simple sentences. EA Identify the motives of characters in a work of fiction. A Compare and contrast the motives of characters in a work of fiction	See ELA Teachers Resources as well as Hampton Brown
3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	B Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses. EI Orally respond to brief literary stories by answering factual comprehension questions, using simple sentences. I Apply knowledge of language to derive meaning/comprehension from literary texts. EA Recognize and describe themes stated directly in a text. A Recognize and describe themes stated directly or implied in literary texts.	p. 27 p. 27

<p>3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</p>	<p>EA Identify and describe figurative language (e.g., similes, metaphors, and personification).</p> <p>EA Distinguish between literary connotations and symbols from culture to culture.</p> <p>EA Read and orally identify metaphors and similes in a selection.</p>	<p>p. 159</p>
<p><i>Literary Criticism 3.6 – 3.7</i></p>		
<p>3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p>	<p>B Orally distinguish between fiction and non-fiction using one- or two-word responses or phrases.</p> <p>B Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folk tales, myths, and legends.</p> <p>EI Orally distinguish among poetry, drama, and short stories using simple sentences.</p> <p>A Describe the major characteristics of poetry, drama, fiction, and non-fiction.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>
<p>3.7 Evaluate the author’s use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plot and settings, use of figurative language) to influence readers’ perspectives.</p>	<p>No comparable ELD standards found.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>

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Domain: Writing

Strand: 1.0 WRITING STRATEGIES: *Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through stages of the writing process as needed.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Organization and Focus 1.1 – 1.2</i>		
1.1 Create multiple-paragraph narrative compositions: establish and develop a situation or plot; describe the setting; present an ending.	EA Use complex vocabulary and sentences appropriate for language arts and other content areas. A Write short narratives that include examples of writing appropriate for language arts and other content areas.	pp. 21, 31, 35, 74, 93, 105, 137, 143, 147, 185, 227, 231, 237
1.2 Create multiple paragraph expository compositions: establish a topic, important ideas, or events in sequence or chronological order; provide details and transitional expressions that link one paragraph to another in a clear line of thought; offer a concluding paragraph that summarizes important ideas and details.	B Label key parts of common objects. EI Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences. EI Write an increasing number of words and simple sentences appropriate for language arts and other content areas. I Use more complex vocabulary and sentences appropriate for language arts and other content areas.	pp. 21, 93, 105
<i>Research and Technology 1.3 – 1.5</i>		
1.3 Use organizational features of printed text to locate relevant information.	No comparable ELD standard found.	See ELA Teachers Resources as well as Hampton Brown
1.4 Create simple documents by using electronic media and employing organizational features.	No comparable ELD standard found.	p. 11
1.5 Use a thesaurus to identify alternative word choices and meanings.	No comparable ELD standard found.	p. 23

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Domain: Writing

Strand: 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): *Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Evaluation and Revision 1.6</i>		
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	EI/I Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	pp. 153, 195 p. 153
	I Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence.)	
	EA Arrange compositions according to simple organizational patterns.	
	A Independently use all of the steps of the writing process.	
<i>Writing Applications (Genres and Their Characteristics 2.1 –2.4)</i>		
2.1 Write narratives: establish plot, point of view, setting, and conflict; show, rather than tell, the events of the story.	I Begin to use a variety of genres in writing (i.e., expository, narrative, poetry).	See ELA Teachers Resources as well as Hampton Brown
	EA Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	
	A Write a persuasive composition using standard grammatical forms.	
	A Write multi-paragraph narrative and expository compositions using standard grammatical forms.	
2.2 Write responses to literature: demonstrate an understanding of a literary work; support judgments through references to the text and to prior knowledge; develop interpretations that exhibit careful reading and understanding.	I Begin to use a variety of genres in writing (i.e., expository, narrative, poetry).	See ELA Teachers Resources as well as Hampton Brown
	EA Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.	
	A Write a persuasive composition using standard grammatical forms.	
	A Write multi-paragraph narrative and expository compositions using standard grammatical forms.	
2.3 Write research reports about important ideas, issues, or events by using the following guidelines: frame questions that direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations.	B During group writing activities, write brief narrative and stories using a few standard grammatical forms.	See ELA Teachers Resources as well as Hampton Brown
	EI Follow a model given by the teacher to independently write short paragraphs of at least four sentences.	
	EI Write short narrative stories that include the elements of setting and character.	
	I Narrate a sequence of events with some detail.	

	<p>EA Write a detailed summary of a story.</p> <p>EA Independently write simple responses to literature.</p> <p>A Write narratives that describe the setting, character, objects, and events.</p>	
<p>2.4 Write persuasive letters or compositions: state a clear position in support of a proposal; support a position with relevant evidence; follow a simple organizational pattern; address reader concerns.</p>	<p>B During group writing activities, write brief narrative and stories using a few standard grammatical forms.</p> <p>EI Follow a model given by the teacher to independently write short paragraphs of at least four sentences.</p> <p>EI Write short narrative stories that include the elements of setting and character.</p> <p>I Narrate a sequence of events with some detail.</p> <p>EA Write a detailed summary of a story.</p> <p>EA Independently write simple responses to literature.</p> <p>A Write narratives that describe the setting, character, objects, and events.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>

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Domain: Writing

Strand: 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: *Students write and speak with a command of standard English conventions appropriate to this grade level.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Sentence Structure and Grammar 1.1 – 1.2</i>		
1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).	p. 153
	EA Use standard word order but may have some inconsistent grammatical forms, including inflections.	
	A Use complete sentences and correct word order.	
	A Use correct parts of speech, including correct subject/verb agreement.	
1.2 Identify and correctly use verbs that are often misused.	I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).	pp. 63, 73, 79, 83, 95, 101, 105, 115, 121, 127, 133, 163, 169, 185, 189, 199, 205, 221, 231, 237
	EA Use standard word order but may have some inconsistent grammatical forms, including inflections.	
	A Use complete sentences and correct word order.	
	A Use correct parts of speech, including correct subject/verb agreement.	
<i>Punctuation 1.3</i>		
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, etc.	B Use a period at the end of a sentence.	p. 37
	EI Use a period at the end of a sentence, and use some commas appropriately.	pp. 37, 137
<i>Capitalization 1.4</i>		
1.4 Use correct capitalization.	B Use capital letters when writing own name and the beginning of sentences.	pp. 37, 121
	EI Use capital letters to begin sentences and proper nouns.	pp. 37, 121
<i>Spelling 1.5</i>		
1.5 Spell roots, inflections, suffixes and prefixes, and syllable constructions correctly.	I Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	p. 157
	EA Produce independent writing with consistent use of capitalization, punctuation, and spelling.	See ELA Teachers Resources as well as Hampton Brown
	A Produce writing that demonstrates a command of the conventions of standard English.	

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Domain: Listening and Speaking

Strand: 1.0 LISTENING AND SPEAKING STRATEGIES: *Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Comprehension 1.1 – 1.3</i>		
1.1 Ask questions that seek information not already discussed.	No comparable ELD standard found.	See ELA Teachers Resources as well as Hampton Brown
1.2 Interpret a speaker’s verbal and non verbal messages, purposes, and perspectives	No comparable ELD standard found.	See ELA Teachers Resources as well as Hampton Brown
1.3 Make inferences or draw conclusions based on an oral report.	<p>B Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p>EI Orally identify the main points of simple conversation and stories that are read aloud using phrases or simple sentences.</p> <p>I Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.</p> <p>EA Retell stories in greater detail including characters, setting, plot, summary, and analysis.</p> <p>A Identify the main ideas, points of view, and fact/fiction in broadcast and print media.</p>	See ELA Teachers Resources as well as Hampton Brown
<i>Organization and Delivery of Oral Communication 1.4– 1.6</i>		
1.4 Select a focus, organizational structure, and point of view for an oral presentation.	<p>B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>EI Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns he/she).</p> <p>I Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p>EA Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.</p> <p>A Speak clearly and comprehensively using standard English grammatical forms, sounds, intonation, pitch, and modulation.</p>	See ELA Teachers Resources as well as Hampton Brown

1.5 Clarify and support spoken ideas with evidence and examples.	<p>B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p>EI Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns he/she).</p> <p>I Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p>EA Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.</p> <p>A Speak clearly and comprehensively using standard English grammatical forms, sounds, intonation, pitch, and modulation.</p>	See ELA Teachers Resources as well as Hampton Brown
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	<p>EA Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</p> <p>A Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p>	See ELA Teachers Resources as well as Hampton Brown
<i>Analysis and Evaluation of Oral and Media Communications 1.7 – 1.8</i>		
1.7 Identify , analyze, and critique persuasive techniques (e.g., promises, dares, flattery glittering generalities); identify logical fallacies used in oral presentations and media messages.	No comparable ELD standard found.	See ELA Teachers Resources as well as Hampton Brown
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<p>EA Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”).</p> <p>A Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside.”).</p>	See ELA Teachers Resources as well as Hampton Brown

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Domain: Listening and Speaking

Strand: 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): *Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Organization and Delivery of Oral Communication 1-5 –1.9</i>		
1.7 Use clear and specific vocabulary to communicate ideas and establish tone.	A Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	See ELA Teachers Resources as well as Hampton Brown
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, charts).	EA Recognize ways of speaking that vary based on purpose, audience, and subject matter. A Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	See ELA Teachers Resources as well as Hampton Brown
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). EI Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns he/she).	See ELA Teachers Resources as well as Hampton Brown
1.10 Compare ideas and points of view expressed in broadcast and print media.	No comparable ELD standard found	See ELA Teachers Resources as well as Hampton Brown
1.11 Distinguish between the speakers opinions and verifiable facts	No comparable ELD standard found.	See ELA Teachers Resources as well as Hampton Brown

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Domain: Listening and Speaking

Strand: 2.0 Speaking Applications (GENRES AND THEIR CHARACTERS): *Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
2.1 Deliver narrative presentations: establish a situation, plot, point of view, and setting with descriptive words and phrases; show, rather than tell, the listener what happens.	I Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). EA Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	See ELA Teachers Resources as well as Hampton Brown
2.2 Deliver informative presentations about an important idea, issue or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations.	B Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”). EI Orally communicate basic needs (e.g., “May I get a drink of water?”). I Activity participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. EA Activity participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.	See ELA Teachers Resources as well as Hampton Brown
2.3 Deliver oral responses to literature: summarize significant events and details; articulate an understanding of several ideas or images communicated by the literary work; use examples or textual evidence from the work to support conclusions.	I Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses. EA Listen attentively to more complex stories/information on new topics and identify the main points and supporting details. A Listen attentively to stories and subject area topics and identify the main points and supporting details.	See ELA Teachers Resources as well as Hampton Brown