

Dept. of Education and  
Early Development



# **ALASKA ENGLISH/LANGUAGE ARTS STANDARDS WITH LEARNING TARGETS GRADE 5**

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## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.1
	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Explain explicitness of text by quoting accurately from the text.	Draw inferences using textual information.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.2
	Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine the theme of a story, drama, or poem using details in the text.  Summarize text.	Explain how characters in a story or drama respond to challenges.  Explain how the speaker in a poem reflects upon a topic.  Summarize the key ideas and details of a story, drama, or poem, including how characters respond to challenges or how the speaker in a poem reflects upon a topic.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.3
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Define the terms compare and contrast.</p> <p>Identify specific details that describe characters, settings and events in a story or drama.</p> <p>Identify similarities of two or more characters, settings and events in a story or drama.</p> <p>Identify differences between two or more characters in a story.</p>	<p>Compare two or more characters, settings or events in a text using specific details from a text.</p> <p>Contrast two or more characters, settings or events in a text using specific details from a text.</p>		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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 meanings or tone.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.4
	Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize examples of figurative language in text, such as similes and metaphors	Determine the meaning of words and phrases in texts.  Determine the figurative meaning of words and phrases, including metaphors and similes, as used in text.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.5
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama or a poem.			

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.6
	Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define influences.  Identify narrator’s or speaker’s point of view.  Describe narrator’s or speaker’s point of view.  Identify relevant events.	Infer the characteristics of the narrator or speaker.  Describe how the narrator’s point of view influences the description of the event.  Describe how the speaker’s point of view influences how the events are described.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define analyze.  Identify multimedia and visual element within a text.  Recognize meaning, tone and beauty of text.	Analyze how visual elements contribute to a text's meaning, tone and beauty.  Analyze how multimedia elements contribute to a text's meaning, tone and beauty.		



## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.8
	(Not applicable to literature)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.9
	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the characteristics of a theme, a topic and genre.	Compare and contrast how two or more stories of the same genre approach a similar theme or topic.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Literature
<b>Grade Level</b>	5
<b>Standard</b>	RL.5.10
	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in literary text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity, independently and proficiently.	Comprehend in literary text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity, independently and proficiently.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.1
	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Explain explicitness of text by quoting accurately from the text.	Draw inferences using textual information.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.2 Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Explain how the supporting details of a text determine the main ideas.  Summarize text.	Determine two or more ideas of a text.  Explain how multiple ideas are supported by key ideas.  Summarize the multiple ideas of a text using key details.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.3
	Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define relationships and interactions.	<p>Explain the relationship or interactions between two or more individuals, events, ideas, and concepts in multiple types of informational text.</p> <p>Use specific information from text to support the relationship identified between individuals, ideas, and concepts in multiple types of informational text.</p>		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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 meanings or tone.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.5 Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Determine the overall structure of a text or a part of a text (e.g., description, chronology, comparison, cause/effect, and problem/solution).  Describe the overall structure of events, ideas, concepts or information in a text or part of a text (e.g., description, chronology, comparison, cause/effect, and problem/solution).	Compare and contrast the overall structure of events, ideas, concepts or information in a text or part of a text in two or more texts (e.g., description, chronology, comparison, cause/effect and problem/solution).		



## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Assess how point of view or purpose shapes the content and style of a text.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.6 Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Describe the events or main ideas of multiple accounts.  Distinguish between firsthand or second hand accounts.	Compare and contrast multiple accounts of the same event or topic.  Describe the similarities and differences in each point of view.  Support your analysis with evidence from the texts.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.7
	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Obtain information from sources.  Recognize digital sources.  Identify problem solving steps.	Collect information/data.  Locate an answer or solve problem efficiently from various print sources and digital sources.  Organize information to answer efficiently.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.8
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify an author's particular points in a text.  Identify which evidence and reasons support each point.	Explain how an author uses evidence and reasons to support particular points in a text.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.9
	Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the information from each text on the same topic.	Integrate information from several texts on the same topic.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Read and comprehend a range of complex literary and informational texts independently and proficiently.
<b>Content</b>	Reading Standards for Informational Text
<b>Grade Level</b>	5
<b>Standard</b>	RI.5.10
	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify/understand in an informational text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity independently and proficiently.	Comprehend in an informational text key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity independently and proficiently.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>Content</b>	Reading Standards: Foundational Skills
<b>Grade Level</b>	5
<b>Standard</b>	RF.5.3.a
	Know and apply grade-level phonics and word analysis skills in decoding words; a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Know grade level-level phonics and word analysis skills in decoding words.  Identify syllabication patterns.  Identify root words.  Explain meanings of prefixes and suffixes.  Accurately read words with Latin roots.	Apply grade level-level phonics and word analysis skills in decoding words.  Synthesize phonics and word analysis skills to decode words.	Read accurately unfamiliar multisyllabic words in context and out of context.	

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Not Applicable
<b>Content</b>	Reading Standards: Foundational Skills
<b>Grade Level</b>	5
<b>Standard</b>	RF.5.4.a-c
	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>To support comprehension</p> <ul style="list-style-type: none"> <li>• identify the purpose and understanding of text,</li> <li>• identify oral reading with accuracy, appropriate rate and expression on successive readings,</li> <li>• identify rereading, when necessary, as a strategy when confirming or self-correcting words in text,</li> <li>• understand how context can help to confirm or self-correct word recognition.</li> </ul>	<p>To support comprehension</p> <ul style="list-style-type: none"> <li>• determine the purpose for reading on-level text,</li> <li>• apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings,</li> <li>• confirm or self-correct word recognition and understanding by using context.</li> </ul>	<p>To support comprehension</p> <ul style="list-style-type: none"> <li>• read on-level text fluently and accurately</li> <li>• reread with fluency as necessary.</li> </ul> <p>Read with</p> <ul style="list-style-type: none"> <li>• accuracy,</li> <li>• appropriate rate,</li> <li>• expression on successive readings.</li> </ul>	

## Alaska English/Language Arts Standards

### Grade 5

<b>Anchor Standard</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	<p>W.5.1.a-c</p> <p>Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically, most of all</i>).</li> <li>d. Provide a concluding statement or section that reinforces or restates the opinion presented.</li> </ol>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Explain and identify words, phrases, and clauses used to link opinion and reasons (e.g., <i>consequently, specifically</i>).</p> <p>Recognize organizational structures that provide logical grouping of ideas.</p> <p>Explain writer’s purpose.</p>	<p>Determine how to introduce the topic or text clearly.</p> <p>Formulate an opinion about a topic or text.</p> <p>Group related ideas logically to support purpose.</p> <p>Determine reasons supported by facts and details.</p> <p>Establish links between opinions and reasons using words, phrases, and clauses.</p>		<p>Write an opinion piece on a topic or text, supporting a point of view with logical reasons and information, including:</p> <ul style="list-style-type: none"> <li>• a clear Introduction of topic or text,</li> <li>• statement of opinion,</li> <li>• logical organizational structure,</li> <li>• reasons that are supported by facts and details,</li> <li>• links between opinion and reasons, using words and</li> </ul>



	Plan a concluding statement or section that is related to the opinion presented.		phrases, <ul style="list-style-type: none"><li>• a concluding statement or section related to the opinion presented.</li></ul>
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# Alaska English/Language Arts Standards

## Grade 5

<b>Anchor Standard</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	<p>W.5.2.a-e</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</li> </ol>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify <ul style="list-style-type: none"> <li>• a topic</li> <li>• related information grouped logically including               <ul style="list-style-type: none"> <li>○ formatting</li> <li>○ illustrations</li> <li>○ multimedia</li> </ul> </li> </ul> to aid comprehension.	Develop <ul style="list-style-type: none"> <li>• a topic written clearly</li> <li>• related information grouped logically including               <ul style="list-style-type: none"> <li>○ formatting</li> <li>○ illustrations</li> <li>○ multimedia</li> </ul> </li> </ul> to aid comprehension.		Write an informative/explanatory text that includes <ul style="list-style-type: none"> <li>• a topic written clearly</li> <li>• a general observation and focus</li> <li>• related information group logically including               <ul style="list-style-type: none"> <li>○ formatting</li> </ul> </li> </ul>

<p>Support a topic with</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples related to the topic <ul style="list-style-type: none"> <li>○ linked ideas within and across categories of information using words, phrases, and clauses</li> <li>○ precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>○ a concluding statement or section related to the information or explanation presented</li> </ul> </li> </ul>	<p>Determine related</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information that develops the topic.</li> </ul> <p>Determine appropriate words and phrases that link ideas that within and across categories of information using words, phrases, and clauses.</p> <p>Determine a concluding statement or section that relates to information presented.</p>		<ul style="list-style-type: none"> <li>○ illustrations</li> <li>○ multimedia</li> </ul> <p>when useful to aiding comprehension.</p> <p>Develop a topic with</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples related to the topic</li> </ul> <p>Include</p> <ul style="list-style-type: none"> <li>• linked ideas within and across categories of information using words, phrases and clauses</li> <li>• precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• a concluding statement or section related to the information or explanation presented</li> </ul>
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## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	<p>W.5.3.a-e</p> <p>Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</li> <li>c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</li> <li>d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Describe the use of story elements in narratives and characteristics of narratives.  Explain how the sequence of events affects the story's conclusion and how transitional	Establish a situation, a narrator and/or characters.  Organize story events to determine logical sequence that results in a conclusion.		Use narrative that effectively <ul style="list-style-type: none"> <li>• establishes as situation</li> <li>• uses techniques such as dialogue and description to develop experiences, events, characters</li> <li>• utilizes appropriate</li> </ul>

<p>words, phrases and clauses advance the sequence of events.</p> <p>Describe narrative techniques such as dialogue, description, and pacing.</p>	<p>Use a variety of transitions to move the events along.</p> <p>Use dialogue and description to develop experiences and events.</p> <p>Use concrete and/or sensory details to develop experiences or events.</p> <p>Develop characters through dialogue, description, actions, and reactions.</p>		<p>transitional words/phrases</p> <ul style="list-style-type: none"> <li>• includes sensory details</li> <li>• leads to a conclusion</li> </ul>
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## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	W.5.4 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 standards 1–3 above.)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
	Analyze the reason for writing a piece to decide on task, purpose, and audience.  Determine suitable idea development strategies and organization appropriate to task, purpose and audience.		Produce a writing piece that is clear and cohesive with idea development and organization appropriate to task, purpose and audience.

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	W.5.5
	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 standards 1–3 up to and including grade 5).

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With guidance and support from peers and adults, students recognize how to <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> Know how to edit for conventions of writing.	With guidance and support from peers and adults, develop and strengthen writing by <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> <li>• trying a new approach</li> </ul>		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	W.5.6
	With some guidance and support from adults, use technology, including the Internet, to produce, edit, 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.

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
With some guidance and support <ul style="list-style-type: none"> <li>• use keyboarding skills</li> <li>• know how to use technology software to produce and publish writing</li> <li>• know how to use the Internet to communicate with others</li> </ul>	With some guidance and support <ul style="list-style-type: none"> <li>• evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others.</li> </ul>	With some guidance and support <ul style="list-style-type: none"> <li>• use technology, including the Internet, to produce and publish writing</li> <li>• use technology to interact and collaborate with others</li> <li>• use keyboarding skills to type two or more pages in a single sitting</li> </ul>	



## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the various research sources and different aspects of a topic.	Discriminate between various research sources (i.e. atlas, map, encyclopedia, and internet).  Compare/contrast information from various research sources.  Interpret information derived from various sources.  Participate in short research and writing projects.  Conduct investigations on different aspects of a topic.  Question information to build knowledge of a topic.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	W.5.8
	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.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define the terms summarize and paraphrase.	Summarize information in notes and finished work.		
Recall relevant information from experiences.	Paraphrase information in notes and finished work.		
Gather relevant information from print and digital sources.			
Identify source list.			

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	<p>W.5.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 5 Reading standards to literature (e.g., <i>“Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”</i>).</li> <li>b. Apply grade 5 Reading standards to informational texts (e.g., <i>“Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”</i>).</li> </ul>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Summarize information in notes and finished work.	Draw evidence from key ideas and details as support for research.		
Paraphrase information in notes and finished work.	Analyze key ideas and details in a text as evidence for support understanding of text.		
	Reflect on key ideas and details in a text as evidence for support understanding of text.		

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Writing Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify the various purposes for writing.  Identify and understand the various organizational structures related to different genres or purposes for writing.	Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences.  Determine the appropriate organizational structure needed for specific audiences and purposes.	Write for various purposes and various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences.	

## Alaska English/Language Arts Standards

### Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	SL.5.1.a-d
	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. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key ideas from reading material and ways to listen effectively.	Relate information read to discussion topics.	Engage in a variety of discussions by sharing acquired and prior knowledge of grade 5 topics and texts.	
Describe discussion rules and roles.	Evaluate implementation of discussion rules and roles.	Listen actively to discussions and presentations.	
Know how to pose questions and provide feedback.	Formulate questions and responses based on comments made by others during discussion.	Follow agreed-upon rules during discussion.	
Identify key ideas presented	Explain the topic using personal		

<p>during discussion.</p>	<p>ideas, opinions, and reasoning.</p> <p>Think critically about ideas posed to draw conclusions.</p> <p>Justify responses by providing evidence to support reasoning.</p>	<p>Carry out assigned roles during discussions.</p> <p>Pose and respond to specific questions to clarify understanding of discussion or presentation.</p> <p>Connect comments to the remarks of others.</p> <p>Express ideas clearly.</p>	
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## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	SL.5.2
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Summarize: <ul style="list-style-type: none"> <li>• a written text read aloud</li> <li>• information presented in diverse media, including:               <ul style="list-style-type: none"> <li>o visually</li> <li>o quantitatively</li> <li>o orally</li> </ul> </li> </ul>			

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	SL.5.3
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define summarize.  Identify a speaker's points, claims, and, reasons and evidence.	Summarize the points made by a speaker.  Explain how each of a speaker's claims is supported by reasons and evidence.		



## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	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; speak clearly at an understandable pace.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• opinion</li> <li>• facts</li> <li>• relevant, descriptive details</li> </ul> Identify clearly pronounced, enunciated words and understandable pace.	Sequence ideas logically.  Determine appropriate facts and relevant, descriptive details to support main ideas or themes.	Speak clearly at an understandable pace while reporting on a topic or text and presenting an opinion sequencing ideas logically and using appropriate facts and relevant, descriptive details that support main ideas or themes.	

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define multimedia components.	Determine when it's appropriate to add graphics, sound, and visual displays in presentations to enhance development of main ideas or themes.	Add graphics, sound, and visual displays to enhance the main idea or theme when appropriate during presentations.	

## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>Content</b>	Speaking and Listening Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify audience, task, and situation.	Distinguish between formal and informal speech.	Speak appropriately for a variety of contexts and tasks, adapting speech as needed.	
Identify characteristics of formal and informal speaking.	Analyze situation to determine appropriate speech use (formal English or informal discourse).	Speak using formal English when appropriate to task and situation.	

## Alaska English/Language Arts Standards

### Grade 5

<b>Anchor Standard</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	L.5.1.a-e
	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English; form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>b. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>c. Recognize and correct inappropriate shifts in verb tense*.</li> <li>d. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Identify conjunctions, interjections, and correlative conjunctions.</p> <p>Recognize perfect verb tenses and inappropriate changes in verb tense.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <p>Explain the function of conjunctions, prepositions, and interjections in particular sentences.</p> <p>Determine when/how to form perfect verb tense.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <p>Use perfect verb tenses.</p> <p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p>Correct inappropriate changes in</p>	

	Use verb tense to convey various times, sequences, states, and conditions.	verb tense. Use correlative conjunctions.	
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## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	<p>L.5.2.a-e</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation to separate items in a series*.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence;</li> <li>c. 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>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Apply correct capitalization, punctuation, and spelling when writing.  Use commas to separate items in a series.  Use a comma to separate an introductory element from the rest of the sentence.			

<p>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 questions from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (<i>Is that you, Steve?</i>).</p> <p>Know underlining or italics indicate the title of a book, play, film, long musical works, broadcast series and quotation marks indicate other titles such as articles, poems, or stories.</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>Recall and apply spelling rules.</p> <p>Identify and correct misspelled words.</p> <p>Consult references as needed.</p>			
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## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	L.5.3.a-b
	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 (e.g., dialects, registers) used in stories, dramas, or poems.

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Recognize the conventions of language for writing, speaking, reading, and listening.  Recognize various sentence structures.  Recognize varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.	Apply knowledge of language when writing, reading, and listening.  Apply knowledge of language conventions when writing, reading, and listening.  Determine when to expand, combine, or reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects,	Use knowledge of language when speaking.  Use knowledge of language conventions when speaking.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	



	registers) used in stories, dramas, and poems.		
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# Alaska English/Language Arts Standards

## Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	L.5.4.a-c
	<p>Determine 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.</p> <ol style="list-style-type: none"> <li>a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>

Learning Targets			
Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
<p>Identify and define grade-appropriate Greek and Latin affixes and roots.</p> <p>Identify common context clues in text (e.g., cause/effect relationships, comparisons).</p>	<p>Determine the meaning of unknown and multiple-meaning words by</p> <ul style="list-style-type: none"> <li>• examining a text to find clues to the meanings of words (e.g., cause/effect relationships and comparisons in text)</li> </ul>		

<p>Use common print and digital reference materials (e.g., dictionary, glossary, and thesaurus).</p> <p>Use print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to find pronunciation and determine the meaning of key words and phrases.</p>	<ul style="list-style-type: none"> <li>• using common Greek and Latin affixes and roots as clues to the meanings of words (e.g., <i>photograph</i>, <i>photosynthesis</i>)</li> </ul> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.</p>		
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## Alaska English/Language Arts Standards Grade 5

<b>Anchor Standard</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	<p>L.5.5.a-c</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Define homograph.  Identify similes and metaphors in context.  Recognize idioms, adages, and proverbs.  Identify synonyms, antonyms, and homographs.	Interpret figurative language using similes and metaphors.  Explain meanings of idioms, adages, and proverbs.  Utilize synonyms, antonyms, and homographs to understand figurative language.		

## Alaska English/Language Arts Standards

### Grade 5

<b>Anchor Standard</b>	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.
<b>Content</b>	Language Standards K-5
<b>Grade Level</b>	5
<b>Standard</b>	L.5.6
	Acquire and accurately use 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> ).

<b>Learning Targets</b>			
<b>Knowledge</b>	<b>Reasoning</b>	<b>Skill</b>	<b>Products</b>
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Acquire grade appropriate <ul style="list-style-type: none"> <li>• general academic</li> <li>• domain-specific words and phrases including those that signal</li> <li>• contrast</li> <li>• addition</li> <li>• other logical relationships</li> </ul>	Make meaning of grade appropriate <ul style="list-style-type: none"> <li>• general academic</li> <li>• domain-specific words and phrases,</li> <li>• vocabulary that signals contrast, addition, and other logical relationships.</li> </ul> Use accurately grade appropriate <ul style="list-style-type: none"> <li>• general academic words and phrases</li> <li>• domain specific words and phrases including those that signal</li> <li>• contrast</li> <li>• addition</li> <li>• logical relationships</li> </ul>		

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