

Grade 5

ELA Standards Summary

Total Reviews	1640		<p>Breakdown by Review Type</p> <p>A pie chart titled 'Breakdown by Review Type' showing two segments. The larger segment, 'Keep As Is', represents 86% of the total reviews. The smaller segment, 'Suggest Changes', represents 14% of the total reviews.</p>										
Keep As Is	1414	Educator		1216									
		Elected Official		0									
		Institution or Higher Education Faculty		0									
		K-12 Administrator		32									
		Member of Organization		1									
		Other		75									
		Parent/Guardian		90									
Student	0												
Suggest Changes	226	Educator		187									
		Elected Official	0										
		Institution or Higher Education Faculty	0										
		K-12 Administrator	7										
		Member of Organization	0										
		Other	0										
		Parent/Guardian	32										
Student	0												
			<table border="1"> <thead> <tr> <th colspan="2">Change Suggestions</th> </tr> </thead> <tbody> <tr> <td>Removed</td> <td>14</td> </tr> <tr> <td>Rewritten</td> <td>104</td> </tr> <tr> <td>Broken Up</td> <td>29</td> </tr> <tr> <td>Moved to a Different Level</td> <td>79</td> </tr> </tbody> </table>	Change Suggestions		Removed	14	Rewritten	104	Broken Up	29	Moved to a Different Level	79
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Rewritten	104												
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Moved to a Different Level	79												

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken
ELA-Literacy.L.5.1a	15	83%	3	17%	1	1	0
ELA-Literacy.L.5.1b	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.1c	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.1d	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.1e	15	83%	3	17%	2	1	0
ELA-Literacy.L.5.2a	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.2b	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.2c	16	84%	3	16%	1	1	1
ELA-Literacy.L.5.2d	16	89%	2	11%	2	0	0
ELA-Literacy.L.5.2e	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.3a	18	100%	0	0%	0	0	0
ELA-Literacy.L.5.3b	15	83%	3	17%	3	0	0
ELA-Literacy.L.5.4a	17	100%	0	0%	0	0	0
ELA-Literacy.L.5.4b	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.4c	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.5a	17	100%	0	0%	0	0	0
ELA-Literacy.L.5.5b	15	88%	2	12%	0	2	0
ELA-Literacy.L.5.5c	17	94%	1	6%	1	0	0
ELA-Literacy.L.5.6	19	90%	2	10%	0	1	1
ELA-Literacy.RF.5.3a	18	72%	7	28%	2	4	1
ELA-Literacy.RF.5.4a	20	91%	2	9%	0	1	0
ELA-Literacy.RF.5.4b	20	91%	2	9%	1	1	0
ELA-Literacy.RF.5.4c	20	91%	2	9%	1	1	0
ELA-Literacy.RI.5.1	28	93%	2	7%	0	2	0
ELA-Literacy.RI.5.10	16	73%	6	27%	0	6	0
ELA-Literacy.RI.5.2	24	75%	8	25%	0	5	3
ELA-Literacy.RI.5.3	23	85%	4	15%	2	1	0
ELA-Literacy.RI.5.4	26	90%	3	10%	0	3	0
ELA-Literacy.RI.5.5	22	81%	5	19%	2	2	0
ELA-Literacy.RI.5.6	22	76%	7	24%	3	3	1
ELA-Literacy.RI.5.7	23	85%	4	15%	0	4	0
ELA-Literacy.RI.5.8	20	77%	6	23%	3	2	1
ELA-Literacy.RI.5.9	22	88%	3	12%	2	0	0
ELA-Literacy.RL.5.1	32	84%	6	16%	1	4	1
ELA-Literacy.RL.5.10	24	75%	8	25%	0	7	1
ELA-Literacy.RL.5.2	21	54%	18	46%	0	10	8
ELA-Literacy.RL.5.3	28	93%	2	7%	0	2	0
ELA-Literacy.RL.5.4	27	84%	5	16%	1	3	1
ELA-Literacy.RL.5.5	21	68%	10	32%	4	4	1
ELA-Literacy.RL.5.6	22	73%	8	27%	6	2	0
ELA-Literacy.RL.5.7	20	69%	9	31%	2	4	1

ELA-Literacy.RL.5.8	6	86%	1	14%	0	0	0
ELA-Literacy.RL.5.9	22	71%	9	29%	3	4	1
ELA-Literacy.SL.5.1a	18	100%	0	0%	0	0	0
ELA-Literacy.SL.5.1b	17	100%	0	0%	0	0	0
ELA-Literacy.SL.5.1c	18	100%	0	0%	0	0	0
ELA-Literacy.SL.5.1d	16	94%	1	6%	1	0	0
ELA-Literacy.SL.5.2	20	91%	2	9%	1	0	0
ELA-Literacy.SL.5.3	17	85%	3	15%	2	1	0
ELA-Literacy.SL.5.4	19	90%	2	10%	0	1	1
ELA-Literacy.SL.5.5	17	81%	4	19%	2	1	1
ELA-Literacy.SL.5.6	15	75%	5	25%	2	1	0
ELA-Literacy.W.5.10	20	95%	1	5%	0	1	0
ELA-Literacy.W.5.1a	22	100%	0	0%	0	0	0
ELA-Literacy.W.5.1b	20	95%	1	5%	0	1	0
ELA-Literacy.W.5.1c	19	86%	3	14%	1	1	1
ELA-Literacy.W.5.1d	18	90%	2	10%	1	1	0
ELA-Literacy.W.5.2a	17	74%	6	26%	2	2	2
ELA-Literacy.W.5.2b	17	85%	3	15%	3	0	0
ELA-Literacy.W.5.2c	15	75%	5	25%	4	1	0
ELA-Literacy.W.5.2d	19	100%	0	0%	0	0	0
ELA-Literacy.W.5.2e	18	95%	1	5%	0	1	0
ELA-Literacy.W.5.3a	19	95%	1	5%	1	0	0
ELA-Literacy.W.5.3b	17	89%	2	11%	2	0	0
ELA-Literacy.W.5.3c	21	100%	0	0%	0	0	0
ELA-Literacy.W.5.3d	19	100%	0	0%	0	0	0
ELA-Literacy.W.5.3e	20	100%	0	0%	0	0	0
ELA-Literacy.W.5.4	23	100%	0	0%	0	0	0
ELA-Literacy.W.5.5	22	96%	1	4%	0	1	0
ELA-Literacy.W.5.6	15	60%	10	40%	2	5	2
ELA-Literacy.W.5.7	19	86%	3	14%	1	2	0
ELA-Literacy.W.5.8	18	82%	4	18%	2	2	0
ELA-Literacy.W.5.9a	18	95%	1	5%	0	1	0
ELA-Literacy.W.5.9b	18	95%	1	5%	1	0	0

Count of Removed
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ELA-Literacy.L.5.1a

Explain the function of conjunctions, prepositions, and interjections.

- You don't need all the extra stuff at the end.

Why is this important?

ELA-Literacy.L.5.1b**ELA-Literacy.L.5.1c****ELA-Literacy.L.5.1d****ELA-Literacy.L.5.1e**

Use correlative conjunctions (e.g., either/or, neither/nor).

So we want students to use correlative conjunctions. What other ones are there? If these are the only ones, do we need a whole standard for this?

ELA-Literacy.L.5.2a**ELA-Literacy.L.5.2b****ELA-Literacy.L.5.2c**

Please explain how you would break up the standard: Just keep "Use comma to set off the words yes and no.
The rest of statement should be moved to 6th grade.

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

ELA-Literacy.L.5.2d**ELA-Literacy.L.5.2e****ELA-Literacy.L.5.3a****ELA-Literacy.L.5.3b****ELA-Literacy.L.5.4a****ELA-Literacy.L.5.4b****ELA-Literacy.L.5.4c****ELA-Literacy.L.5.5a****ELA-Literacy.L.5.5b**

Recognize and explain the meaning of common idioms and proverbs.

Recognize and explain the meaning of common idioms, and proverbs.

ELA-Literacy.L.5.5c**ELA-Literacy.L.5.6**

Please explain how you would break up the standard:

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., however, although, nevertheless, similarly, moreover, in addition).

ELA-Literacy.RF.5.3a

Please explain how you would break up the standard:

Too many skills- you are talking about
syllabication patterns
morphology (which greek, latin,?)
context clues

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. These skills will not be mastered by fifth grade for many students. Too test for mastery at this level is foolish.

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.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

- I moved the word accurately.

I think students should have the background knowledge to achieve this goal at the end of the 5th grade year.

ELA-Literacy.RF.5.4a

Read and comprehend on-level text.

It is absolutely ridiculous to say a 5th grader should read with purpose and understanding- what other reason would they read? Read without understanding?

Write a standard about reading comprehension. Teach reading comprehension. So much focus on textual evidence that comprehension and basic understanding- these are not being taught explicitly- but they are being taught to provide evidence. At 8-12th yes, at 3-6 NO. They need foundational comprehension skills.

ELA-Literacy.RF.5.4b

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.

Please let's not abandon poetry

ELA-Literacy.RF.5.4c

Use contextual clues to confirm or self-correct word recognition and understanding.

At the the 5th grade level, students have enough experience to accurately read unfamiliar text using phonemic awareness.

These foundational skills push teachers to fill gaps that might exist. In 5th grade we often have readers below level, and the foundational standards give our teachers a framework to assist them in their support of our below level readers. This also helps students on grade level develop that last bit of self correction needed to pass assessments such as Dibles, Fountas and Pinnell, etc...

ELA-Literacy.RI.5.1

Quote accurately from a text using direct quotations and quotation marks to cite the author's work when explaining what the text says explicitly and when drawing inferences from the text.

Quote accurately from a text when expressing what the text says clearly; Draw inferences from the text using textual evidence.

Standards that apply to literature should apply to informational text. Students learning to prove their answers, which prevents them from guessing. Increasing critical thinking skills and prepares them for college.

Text based evidence is crucial!

ELA-Literacy.RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

More specific guidelines on proficiency

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.

Be specific about level/range implied by "high end of the grades 4-5 text complexity."

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 independently and proficiently.

Clarification is needed for this

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the middle end of the grades 4–5 text complexity band independently and proficiently.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts.

What does this mean? What is the 4-5 text complexity band and how is that defined and measured?

ELA-Literacy.RI.5.2

Determine main idea of a text and explain how it is supported by key details; summarize the text.

Determine the main idea of a text and explain how they are supported by key details; summarize the text.

Two or more is unnecessarily cumbersome for this grade level.

Please explain how you would break up the standard: Summarization is recalling event in sequence, and is a separate skill from determining main idea and supporting that thinking. While summarizing a text may include a telling of main idea and details, students should be able to determine the key details and main idea(s) without retelling the entire piece of text.

Determine two or more main ideas of a text and explain how they are supported by key details.

Summarize the text.

Please explain how you would break up the standard:

A. Determine two or more main ideas of a text and explain how they are supported by key details;
B summarize the text.

Please explain how you would break up the standard:

1. Determine the main idea of two or more texts.
2. Explain how the main idea of a text is supported by key details.
3. Summarize the text.

Summarizing text is the number one researched based strategy for increasing student learning.

This standard encompasses many skills:

- identify key details
- Identify main ideas
- determine important from non important
- support a main idea with relevant details
- write an accurate summary of the text

This standard includes so many previous skills listed in GLEs- the beauty of this standard is that it sets a goal and bar for educators, and keeps them on track. You can teach this standard in different curriculum or contexts, for example, we often use this standard in social studies.

Please keep this standard the same- it is hugely key for 5th grade readers.

ELA-Literacy.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

The wording "technical text based" sounds confusing when reading it. I think because we often see the words text-based together. Maybe say, "Explain the relationships or interactions [...] utilizing specific information in the text." Or something similar.

What does it even mean in practice?

ELA-Literacy.RI.5.4

Determine the meaning of general 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 by using text clues
What are general academic and domain specific words and which ones do a fifth grader need to know?
grade appropriate
ELA-Literacy.RI.5.5
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
5th graders are not ready to compare or contrast more than two texts at a time.
Understanding text structure is key to researching and finding evidence. It also leads back to understanding the author's purpose for writing the text.
Why is it important to compare and contrast text structure of two or more text?
ELA-Literacy.RI.5.6
Analyze primary and secondary documents/accounts of the same event or topic, comparing and contrasting points of view.
Analyze multiple points of view from a historical perspective?
Analyze the viewpoints of multiple accounts of the same event or topic
I believe that this standard is too complex. The push for CCSS should consider if this standard is in the 4th grade curriculum and which current 5th grade standards build up to this level of complexity.
Yes, this allows students to develop a well rounded view and opinion of a subject. Something we desperately need today. If we all watched Fox news then how well rounded would our view be? A lack of skill in this area leads to poor decision making. Limited point of view is the very reason Louisiana is rewriting Common Core. Pure ignorance and a lack of the facts.
ELA-Literacy.RI.5.7
Draw on information from 2 print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
The word quickly should be removed because 5th graders work at different speeds.
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.
"Demonstrate" is a weak verb. Instead: Draw on information from multiple sources, including print and digital, efficiently providing evidence or solutions.

This is confusing. What does it mean by "solve a problem"? Is this referring to constructed responses? I just don't really understand this one at all.

ELA-Literacy.RI.5.8

Please explain how you would break up the standard: This seems to touch on author's purpose. I suggest:

Determine author's purpose.

Explain how an author uses reason/evidence to support key details in a text; identify connections between point of view and related supporting detail/evidence.

Analyze author's point of view by accurately quoting text.

This is very wordy. I think you can combine this into one simpler sentence.

Yes let's please teach our students this skill. Too many adults can't cite evidence for their opinions and point of views. This standard improves deep reflections and analytical thinking.

ELA-Literacy.RI.5.9

A fifth grade student should be able to read three passages (MAX) about monkeys and then write about monkeys. This is a skill appropriate for a 5th grader- as long as the passages are not too complex- or too long to read and then have time to write about in 75-90 minutes!!!!!!

If the resources are not available to teachers to teach this skill, this standard proves difficult to teach.

Prepares for college

ELA-Literacy.RL.5.1

Number 1..... My child did not learn spelling or many definitions in the 4th grade as he was a guinea pig for the Common Core standard. With that said how do you expect children to explain something when they don't know what a word means or for that matter how to spell it or say it.

Please explain how you would break up the standard:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Making inferences should be its own standard.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text using quotation marks and specifically citing the author's work.

Quote accurately from a text when expressing what the text says clearly; Draw inferences from the text using textual evidence.

Grade-level appropriate

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the middle end of the grades 4–5 text complexity band independently and proficiently.
Every story is not perceived the same by every person. I might think the story is saying something different that Sally might.
Please explain how you would break up the standard: By the end of year is too broad of a term. There should be more specific standards to monitor and test those wanted high end standards by the end, used throughout the year.
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.
It ensures that students are interacting and reading grade level texts. It speaks to rigor.
ELA-Literacy.RL.5.2
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
It's very unclear what "including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic" means in regards to determining the theme of the text. Delete that line.
It seems like the standard is for all children to be a writer or a poet. Why can't we have English, Spelling and Reading. This is not English, this is writing a story for everything. Our kids need to learn how to spell FIRST and know what a word means. What happen to learning verbs, nouns etc.?
Please explain how you would break up the standard: I do not have specifics, but our Curriculum does not provide us with drama or poetry at the 5th grade level, so it is difficult to find and work it in.
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Please explain how you would break up the standard: I would make it three standards 1. Determine the theme of a story, drama, or poem. 2. Using details from a story, poem. or drama, explain how characters respond to conflict or challenges. 3. Summarize a poem, story, or drama.
I think the part about the speaker needs to be moved up to grade 6 or 7. This standard contains WAY too many skills and is too difficult for 5th grade. If I were a teacher- and this was required- when there are 3 weeks taken away from instruction for testing- I would quit. This standard is not measurable, observable, and does not reflect "Smart" goals.
Please explain how you would break up the standard: Theme and summary are very different. Theme deals with the lessons learned, either by character or audience, and how these lessons can be applied in real world circumstances. Summarizing a piece of text means recalling major plot details in sequence. Therefore, I suggest the following.
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
Summarize the text.

Please explain how you would break up the standard:

1. Determine a theme of a story, drama, or poem from details in the text,
2. how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;
3. summarize the text.

Please explain how you would break up the standard:

- a. Determine a theme of a story, drama, or poem from details in the text,
- b Determine how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;
- C summarize the text.

Please explain how you would break up the standard:

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Summarize should be separate standard.

Please explain how you would break up the standard:

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

summarize the text should be separate from the previous.

Please explain how you would break up the standard:

Determine a theme of a story, drama, or poem from details in the text. Analyze how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Students should understand that all stories have a message

This standard is grade appropriate, and allows for higher level thinking and open ended answers to questions.

ELA-Literacy.RL.5.3

Again, every kids is NOT going to be a story writer or poet.

Compare and contrast two characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

"or more" is unnecessarily complicated for this age group.

Citing textual evidence is needed across the grade levels and content areas as well.

Comparing and contrasting is one of the top researched based strategies for increasing student learning. Students "turn on" their thinking when comparing and contrasting.

Pushes students to think about how the elements in a story effect each other

This is a specific, age appropriate skill that also requires text based evidence.
This standard is appropriate for the levels and genres of texts read at this grade level.
ELA-Literacy.RL.5.4
Determine the meaning of words and phrases as they are used in a text, including developmentally appropriate figurative language.
Identify figurative language such as metaphors and similes, and Determine the meaning of these words and phrases as they are used in a text
Please explain how you would break up the standard:
Determine the meaning of words and phrases as they are used in a text; Identify figurative language in text such as metaphors, similes, personification, hyperbole, onomatopoeia, idiom, and alliteration.
Good standard. What other figurative language will students be held accountable for?
I like this standard because it takes a holistic/best practice approach for determining the meanings of unknown words.
ELA-Literacy.RL.5.5
Compare/contrast the overall structure of two texts (chronological order, problem/solution, cause/effect, etc).
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure (problem/solution, compare/contrast, sequential order, time order, descriptive) of a particular story, drama, or poem.
The way this standard is written requires teachers to step out and teach text structure directly.
Explain how a series of chapters, scenes, or stanzas fits together to provide the reader with the gist of a particular story, drama, or poem.
Instead of explaining several chapters, let the students explain chapter by chapter.
I do not know what this standard is asking the students to do. I've researched it and have found different interpretations of it. If it is asking how the story is organized (e.g. compare and contrast, chronological order, etc.), then it needs to be rewritten.
Text structures are important for understanding of reading/writing.
ELA-Literacy.RL.5.6
Describe how a narrator's or speaker's perception influences how events are described.
Describe how a narrator's or speaker's viewpoint influences how events are described.
Point of view can be a tricky concept for 5th grade. This standard pushes my thinking as an educator and reminds me to broaden my students perspective. This standard is not prescriptive, but guides my instruction to meet rigorous goals for 5th graders.
Point of view help students understand the perspective of the story. Teaching this standard with text can help students apply point of view to many real life situations.
The level of thinking required for this standard is challenging...which is great!!!
ELA-Literacy.RL.5.7
- I think you should specify what you mean by "beauty of a text". That seems very vague. You may also want to change it to meanings (Novels often have multiple meanings or themes). I may be nitpicking, but I'd also include mood. Tone and mood are different. Mood is how the reader may feel, whereas Tone is the feelings of the characters/author.

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
"Beauty" is a subjective term. Appearance?
Analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
I think we should take out the multimedia part. Not all students have multimedia readily available to them at school/home.
Please explain how you would break up the standard: This is a ridiculous standard. beauty- is an ambiguous term. Too many interpretations. Not measurable. Analyze how visual elements contribute to the meaning of a text. Explain how different presentations effect the reader's interpretation of a text. Grade 8.
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Absolutely. Looking deeper as visual elements develops critical thinking.
All educators do now is teach for the PAARC test. If this test is going to continue paper and pencil, there is no need for the standard.
Good 21st century skill
I don't agree with the multimedia elements
This standard piques student interest and allows for deeper understanding of the text.
ELA-Literacy.RL.5.8
If it is not applicable to litterature, it should not be in this location.
ELA-Literacy.RL.5.9
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their treatment of similar themes and topics.
Compare and contrast the themes and topics of stories in the same genre (e.g., mysteries and adventure stories)
Please explain how you would break up the standard:
1.Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) Delete the approaches to similar themes and topics. If not, change the word approaches. This is compare and contrast the way the author writes about similar themes and topics.
This one is a bit confusing. I would need a little clarity about the approaches.
Comparing and contrasting is a researched based strategy. look it up
I don't view this as necessary.
This is an excellent standard and connects to author's craft and structure as well as point of view.
This standard aligns well to the writing standards that are text dependent. This standard ensures we are teaching the COMPARE and CONTRAST THINKING when reading to prepare our students for writing tasks that will require this thinking.
ELA-Literacy.SL.5.1a

ELA-Literacy.SL.5.1b

Effective, positive, and respectful rules and roles in conversation and debate are a skill many state officials are still attempting to master, and I would love to see our students encouraged to engage in authentic and meaningful discussions, if only so they are aware of the failure of many adults to do so.

ELA-Literacy.SL.5.1c

ELA-Literacy.SL.5.1d

ELA-Literacy.SL.5.2

Being able to summarize the text and present orally can be challenging for some 5th grade students....not to mention in diverse formats and media.

ELA-Literacy.SL.5.3

Summarize the points a speaker makes and explain or refute how each claim is supported by reasons and evidence according to the task.

ELA-Literacy.SL.5.4

Please explain how you would break up the standard: The first standard does not require a speaking component as "report" only implies a reflective recollection or summarization. "Give oral report" would allow for a linking of the two standards.

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-Literacy.SL.5.5

Please explain how you would break up the standard: Students have to be taught how to work technology and how to together a presentation before understanding how to pair it with the main idea or theme.

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELA-Literacy.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

This whole thing needs to be rewritten because when is formal English in a speech not appropriate?

This standard is offensive to students of varying cultural backgrounds. A more appropriate standard might ask students to identify the potential necessity of adapting speech to a variety of context and tasks, or even to adapt to a variety of contexts/tasks, but professional adults across industries often speak in a vernacular with which they are comfortable. Therefore, I object to the phrase "using formal English when appropriate to the task and situation," on the grounds that (as this is the only standard to address "formal English") it sets students up for failure because a) they aren't being taught formal English within the curriculum/standards, b) this isn't a standard modeled in the real-world, and c) this is not necessary for their professional success.

Unnecessary for the 5th grade student.

ELA-Literacy.W.5.10

Write routinely for a range of discipline-specific tasks, purposes, and audiences.

ELA-Literacy.W.5.1a

ELA-Literacy.W.5.1b

Provide logically ordered reasons that are supported by reasons and details.

ELA-Literacy.W.5.1c

Please explain how you would break up the standard: The level of consistency will depend heavily on the students ability to process, manipulate, and apply information.

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

ELA-Literacy.W.5.1d

Provide a concluding statement or paragraph related to the opinion presented.

- I changed the word section to paragraph. The word section sounds weird. I guess it makes sense if you're talking about more than one paragraph in a writing piece. However, for 5th grade, I think they will only be writing a conclusion paragraph at most.

ELA-Literacy.W.5.2a

Please explain how you would break up the standard: Writing a clear introduction and organizing an entire piece, while linked, are two separate skills.

Introduce a topic clearly, provide observation and focus, and group related information logically.

Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Please explain how you would break up the standard:

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 to aiding comprehension.

I'm not sure what you want the students to do here--what would the task look like that students would use this standard. Where would they include this in their writing. I usually think of essays, and this does not fit. Is it a project or report?

ELA-Literacy.W.5.2b

ELA-Literacy.W.5.2c

This is very wordy. It has a lot of prepositions in this. i'd take out "ideas within and across categories of".

I would change it to: "Link information using words, phrases, and clauses".

Common Core writing standards was the best thing about Common Core. Students feel successful know they can succeed with a CC based prompts.

ELA-Literacy.W.5.2d

This standard is especially important because it requires teachers and students to push beyond the basic vocabulary and language used daily. Good writers can use scientific, historical, or topic specific vocabulary correctly. This is hugely important to closing the achievement gap. I hope this standard remains in 5th grade.

ELA-Literacy.W.5.2e

Provide a concluding statement or paragraph related to the information or explanation presented.

- I changed section to paragraph for the same reason that I discussed in the opinion writing standard.

ELA-Literacy.W.5.3a

5th grades love writing narratives.

ELA-Literacy.W.5.3b

Students love writing narratives

ELA-Literacy.W.5.3c

ELA-Literacy.W.5.3d

ELA-Literacy.W.5.3e

ELA-Literacy.W.5.4

It describes a real world skill

This standard is specific and to the point.

ELA-Literacy.W.5.5

With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

Puts revision on an equal level of importance as composing, which is representative of real world writing tasks in the workplace

While I do agree with this standard, the recent state assessments do not allow for all parts of the writing process to be followed through.

ELA-Literacy.W.5.6

Please explain how you would break up the standard: The second standard may not be able to be mastered by all students regardless of socioeconomic or physical ability status, and is dependent upon resources in each classroom/school that can't be guaranteed at this time. I think it should be deleted.

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.

Please explain how you would break up the standard:

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing

demonstrate sufficient command of keyboarding skills (This is not realistic due to lack of classroom computers)
to type a minimum of two pages in a single sitting.(This is not realistic for all students)

Take out" including the internet" and " as well as interact... "

It is too wordy.

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 one page in a single sitting.
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 ONE page in a single sitting.
Increases the rigor usually required at this grade level and gives a measurable criterion for expected fluency and stamina.
Keyboarding in itself is a technique that requires skill and practice for the 5th grade student. To expect the integration of technology in a piece of writing and the appropriateness of the use of the English language is a bit overwhelming to state the least.
ELA-Literacy.W.5.7
Conduct research projects of varying lengths that use several sources to build knowledge through investigation of different aspects of a topic.
Conduct short research projects that use 2-3 sources to build knowledge through investigation of different aspects of a topic.
In terms of 21st century education- meaning education designed to prepare students for the careers of today- the Research to Build and Present Knowledge standards should all remain in 5th grade. These standards are scaffolded and support the type of critical thinking needed in our classrooms. We use this standards in cross curricular projects that demonstrate student mastery and invest and engage students.
ELA-Literacy.W.5.8
Recall or gather relevant information from experiences or from print and digital sources; summarize information in notes and finished work, and provide a list of sources.
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. Summarize or paraphrase information in notes including print and digital sources.
ELA-Literacy.W.5.9a
Apply grade 5 Reading standards to narrative writing (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]”). □
- I changed the word "literature" to "narrative writing".
ELA-Literacy.W.5.9b