

ELA Grade 5 Summary

In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

(Adapted from Washington State’s Essential Academic Learning Requirements)

Quality of Writing—Content and Style

- Use a formal style.
- Narrate a story using dialogue and description.
- Use and provide reasons, examples, facts, definitions, and quotations.

Quality of Writing—Editing

- Revise sentences for precise and accurate words and phrases.
- Revise sentences to most effectively describe and connect ideas.

Conventions—Grammar and Sentence Formation

- Produce simple, compound, and complex sentences.
- Use correct verb forms and tenses (e.g., had, have, will have).
- Understand and use conjunctions, prepositions, interjections, and pronouns.
- Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).

Conventions—Punctuation, Capitalization, and Spelling

- Use commas for direct address and introductory elements.
- Use commas in a series.
- Use correct spelling, capitalization, quotation marks, underlining, and italics.

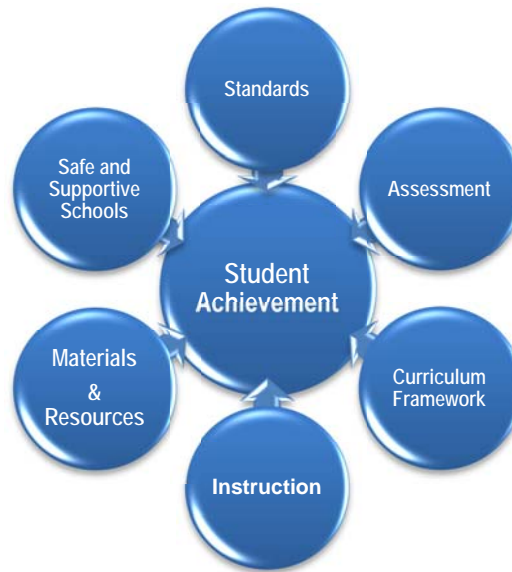
PA Core Instructional Shifts in ELA/Literacy

1. Balance of informational and literary texts
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text-based answers
5. Usage of source material
6. Academic vocabulary

Diagnostic Category Skills List

Quality of Writing—Focus and Organization

- Organize and introduce topics, opinions, events, and characters for the reader.
- Logically organize ideas, events, and supporting information.
- Accurately connect events and ideas (e.g., consequently, specifically, in contrast, especially).
- Provide logical conclusions.



Additional Materials and Resources can be found at:

<http://www.pdesas.org/>

or

<https://pa.drctdirect.com/>

CLASSROOM DIAGNOSTIC TOOLS

ELA: Writing Grade 5 Grade Level Summary and Diagnostic Category Skills List

The English Language Arts summary for grade 5 describes the performance in English Language Arts that students in grade 5 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for Writing. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.



SAS Standards
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