

New York English/Language Arts Standards – 5<sup>th</sup> Grade

New York English/Language Arts Standards – 5 <sup>th</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
<b>Reading Standard 1: Students will read, write, listen, and speak for information and understanding.</b>												
Locate and use school and public library resources, with some direction, to acquire information												
Use the table of contents and indexes to locate information	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
Read to collect and interpret data, facts, and ideas from multiple sources	●●	●●	●●	●●	●●	●●	●●	●●	●●●	●●●	●●●	●●●
Read the steps in a procedure in order to accomplish a task such as completing a science experiment	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●●
Skim material to gain an overview of content or locate specific information	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
Use text features, such as headings, captions, and titles, to understand and interpret informational texts	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
Recognize organizational formats to assist in comprehension of informational texts	●	●	●	●	●	●	●	●	●	●	●	●
Identify missing information and irrelevant information	●	●	●	●	●	●	●	●	●	●	●	●
Distinguish between fact and opinion	●	●	●	●	●	●	●	●	●	●	●	●
Identify information that is implied rather than stated	●	●●	●	●	●	●	●●	●	●	●	●●	●
Compare and contrast information on one topic from multiple sources	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
Recognize how new information is related to prior knowledge or experience	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
Make inferences and draw conclusions, on the basis of information from the text, with assistance	●	●●	●	●	●	●	●●	●	●●	●●	●●●	●●

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<b>Reading Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>												
Read, view, and interpret literary texts from a variety of genres	●	●	●	●	●	●	●	●	●	●	●	●
Define characteristics of different genres	●	●	●	●	●	●	●	●	●	●	●	●
Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods	●	●	●	●	●	●	●	●	●	●	●	●
Read aloud from a variety of genres; for example, read the lines of a play or recite a poem - use inflection and intonation appropriate to text read and audience												
Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance												
Identify literary elements, such as setting, plot, and character, of different genres												
Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning												
Recognize how different authors treat similar themes												
Identify the ways in which characters change and develop throughout a story												
Compare characters in literature to people in own lives												
<b>Reading Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>												
Evaluate information, ideas, opinions, and themes in texts by identifying - a central idea and supporting details	●	●	●	●	●●	●	●	●	●	●	●	●

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<ul style="list-style-type: none"> <li>- details that are primary and those that are less important</li> <li>- statements of fact, opinion, and exaggeration</li> <li>- missing or unclear information</li> </ul>												
Use established criteria to analyze the quality of information in text												
Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text												
<b>Reading Standard 4: Students will read, write, listen, and speak for social interaction.</b>												
Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups	●	●	●	●	●	●	●	●	●	●	●	●
Respect the age, gender, position, and cultural traditions of the writer	●	●	●	●	●	●	●	●	●	●	●	●
Recognize conversational tone in friendly communication												
Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication												
<b>Writing Standard 1: Students will read, write, listen, and speak for information and understanding.</b>												
Use at least three sources of information in writing a report, with assistance	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities	●●	●	●		●●		●●		●●			●●
State a main idea and support it with details and examples	●	●	●	●	●●●	●●	●●	●●	●●	●●	●●	●●

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Compare and contrast ideas and information from two sources	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information	●	●	●	●	●	●	●	●	●	●	●	●
Adopt an organizational format, such as chronological order, that is appropriate for informational writing	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Use paragraphing to organize ideas and information, with assistance	●	●	●	●	●	●	●	●	●	●	●	●
Maintain a portfolio that includes informational writing	●	●	●	●	●	●	●	●	●	●	●	●
<b>Writing Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>												
Develop original literary texts that <ul style="list-style-type: none"> <li>- use organizing structures such as stanzas and chapters</li> <li>- create a lead that attracts the reader's interest</li> <li>- provide a title that interests the reader</li> <li>- develop characters and establish a plot</li> <li>- use examples of literary devices, such as rhyme, rhythm, and simile</li> <li>- establish consistent point of view (e.g., first or third person) with assistance</li> </ul>												
Write interpretive essays that <ul style="list-style-type: none"> <li>- summarize the plot</li> <li>- describe the characters and how they change</li> <li>- describe the setting and recognize its importance to the story</li> <li>- draw a conclusion about the work</li> </ul>												

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- interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems												
Respond to literature, connecting the response to personal experience												
Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts												
Maintain a writing portfolio that includes literary, interpretive, and responsive writing												
<b>Writing Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>												
Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Use supporting evidence from text to evaluate ideas, information, themes, or experiences	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
Analyze the impact of an event or issue from personal and peer group perspectives												
Analyze literary elements in order to evaluate the quality of ideas and information in text												
Use information and ideas from other subject areas and personal experiences to form and express opinions	●	●	●	●	●	●	●	●	●	●	●	●
Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance												
Use precise vocabulary in writing analysis and evaluation, with assistance	●	●	●	●	●	●	●	●	●	●	●	●

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Maintain a writing portfolio that includes writing for critical analysis and evaluation	•	•	•	•	•	•	•	•	•	•	•	•
<b>Writing Standard 4: Students will read, write, listen, and speak for social interaction.</b>												
Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups	••	••	••	••	••	••	••	••	••	••	••	••
Respect the age, gender, position, and cultural traditions of the recipient	•	•	•	•	•	•	•	•	•	•	•	•
Develop a personal voice that enables the reader to get to know the writer	•	•	•	•	•	•	•	•	•	•	•	•
Write personal reactions to experiences and events, using a form of social communication												
Maintain a portfolio that includes writing for social communication	•	•	•	•	•	•	•	•	•	•	•	•
<b>Listening Standard 1: Students will read, write, listen, and speak for information and understanding.</b>												
Follow instructions that provide information about a task or assignment	••	••	••	••	••	••	••	••	••	••	••	••
Identify essential details for note taking	•	•			••		••	••	••			
Distinguish between fact and opinion	•	•	•	•	•	•	•	•	•	•	•	•
Identify information that is implicit rather than stated		•					•			••		
Connect new information to prior knowledge or experience	••	••	••	••	••	••	••	••	••	••	••	••
<b>Listening Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>												
Distinguish different genres, such as story, biography, poem, or play, with assistance	•	•	•	•	•	•	•	•	•	•	•	•
Identify a character's motivation												

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Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts												
Use personal experience and prior knowledge to interpret and respond to literary texts and performances	●	●	●	●	●	●	●	●	●	●	●	●
Identify cultural and historical influences in texts and performances, with assistance												
<b>Listening Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>												
Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations												
Recognize and use the perspective of others to analyze presentations												
Use prior knowledge and experiences to analyze the content of presentations	●	●	●	●	●	●	●	●	●	●	●	●
Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance												
Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate												
<b>Listening Standard 4: Students will read, write, listen, and speak for social interaction.</b>												
Respect the age, gender, position, and cultural traditions of the speaker												
Recognize friendly communication on the basis of volume and tone of the speaker's voice	●	●	●	●	●	●	●	●	●	●	●	●
Recognize that social communication may include informal language such as jargon												

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Recognize the meaning of the speaker’s nonverbal cues												
<b>Speaking Standard 1: Students will read, write, listen, and speak for information and understanding.</b>												
Ask probing questions	●	●	●	●	●	●	●	●	●	●	●	●
Interview peers	●	●	●	●	●	●	●	●	●	●	●	●
Share information from personal experience	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Share information from a variety of texts	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
State a main idea and support it with facts, details, and examples	●	●	●	●	●●	●	●	●	●●	●●	●●	●●
Compare and contrast information	●	●	●	●	●	●	●●	●	●	●	●	●
Present reports of approximately five minutes for teachers and peers	●●					●	●●			●●		●●
Summarize main points	●●	●●			●●	●●		●●	●●		●●	●●
Use notes, outlines, and visual aids appropriate to the presentation	●●					●				●●		●●
<b>Speaking Standard 2: Students will read, write, listen, and speak for literary response and expression.</b>												
Present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience												
Share book reviews												
Summarize the plot and describe the motivation of characters												
Connect a personal response to literature to prior experience or knowledge												
Recognize the importance of cultural and historical												

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characteristics in texts and performances												
Ask questions and respond to questions for clarification												
Use notes or outlines appropriately in presentations												
<b>Speaking Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</b>												
Ask questions and respond to questions for clarification	●	●	●	●	●	●	●	●	●	●	●	●
Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements												
Analyze an event or issue by using role play as a strategy												
Use information and ideas from personal experiences to form and express opinions and judgments												
Use notes or outlines appropriately in presentations	●●					●				●●		●●
<b>Speaking Standard 4: Students will read, write, listen, and speak for social interaction.</b>												
Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other												
Use the informal language of social communication	●	●	●	●	●	●	●	●	●	●	●	●
Respect the age, gender, position, culture, and interests of the listener												
Use the rules of conversation, such as avoid interrupting and respond respectfully	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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