

Grade 5

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to [SLP.5.1](#)

- A listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments** [SLP.5.1.A](#)

- B follow, restate, and give oral instructions that include multiple action steps** [SLP.5.1.B](#)

- C give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively** [SLP.5.1.C](#)

- D work collaboratively with others to develop a plan of shared responsibilities** [SLP.5.1.D](#)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to [SLP.5.2](#)

- A demonstrate and apply phonetic knowledge by** [SLP.5.2.A](#)
 - i decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate) [SLP.5.2.A.I](#)
 - ii using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus [SLP.5.2.A.II](#)
 - iii decoding and differentiating meaning of word based on the diacritical accent [SLP.5.2.A.III](#)
 - iv decoding words with prefixes and suffixes [SLP.5.2.A.IV](#)

- B demonstrate and apply spelling knowledge by** [SLP.5.2.B](#)
 - i spelling words with more advanced orthographic patterns and rules [SLP.5.2.B.I](#)
 - ii spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent [SLP.5.2.B.II](#)
 - iii spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent; [SLP.5.2.B.III](#)
 - iv spelling words with diphthongs and hiatus [SLP.5.2.B.IV](#)
 - v marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses [SLP.5.2.B.V](#)

- C write legibly in cursive** [SLP.5.2.C](#)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to [SLP.5.3](#)

- A use print or digital resources to determine meaning, syllabication, pronunciation, and word origin** [SLP.5.3.A](#)

- B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words** [SLP.5.3.B](#)

- C identify the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr** [SLP.5.3.C](#)

- D identify, use, and explain the meaning of idioms, adages, and puns** [SLP.5.3.D](#)

- E differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien** [SLP.5.3.E](#)

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. [SLP.5.4](#)

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Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. [SLP.5.5](#)

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Comprehension skills: listening, speaking, reading, writing, and thinking using multiple

- A establish purpose for reading assigned and self-selected texts** [SLP.5.6.A](#)

texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: [SLP.5.6](#)

- B** generate questions about text before, during, and after reading to deepen understanding and gain information [SLP.5.6.B](#)
- C** make and correct or confirm predictions using text features, characteristics of genre, and structures [SLP.5.6.C](#)
- D** create mental images to deepen understanding [SLP.5.6.D](#)
- E** make connections to personal experiences, ideas in other texts, and society; [SLP.5.6.E](#)
- F** make inferences and use evidence to support understanding [SLP.5.6.F](#)
- G** evaluate details read to determine key ideas [SLP.5.6.G](#)
- H** synthesize information to create new understanding [SLP.5.6.H](#)
- I** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. [SLP.5.6.I](#)

Response skills: listening, speaking, reading writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to [SLP.5.7](#)

- A** describe personal connections to a variety of sources, including self-selected texts [SLP.5.7.A](#)
- B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources [SLP.5.7.B](#)
- C** use text evidence to support an appropriate response [SLP.5.7.C](#)
- D** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order [SLP.5.7.D](#)
- E** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating [SLP.5.7.E](#)
- F** respond using newly acquired vocabulary as appropriate [SLP.5.7.F](#)
- G** discuss specific ideas in the text that are important to the meaning. [SLP.5.7.G](#)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical,

- A** infer multiple themes within a text using text evidence [SLP.5.8.A](#)
- B** analyze the relationships of and conflicts among the characters [SLP.5.8.B](#)
- C** analyze plot elements, including rising action, climax, falling action, and resolution [SLP.5.8.C](#)
- D** analyze the influence of the setting, including historical and cultural settings, on the plot [SLP.5.8.D](#)

and diverse literary texts. The student is expected to: [SLP.5.8](#)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to [SLP.5.9](#)

A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales [SLP.5.9.A](#)

B explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms [SLP.5.9.B](#)

C explain structure in drama such as character tags, acts, scenes, and stage directions [SLP.5.9.C](#)

D recognize characteristics and structures of informational text, including [SLP.5.9.D](#)

i the central idea with supporting evidence [SLP.5.9.D.I](#)

ii features such as insets, timelines, and sidebars to support understanding [SLP.5.9.D.II](#)

iii organizational patterns such as logical order and order of importance [SLP.5.9.D.III](#)

E recognize characteristics and structures of argumentative text by [SLP.5.9.E](#)

i identifying the claim [SLP.5.9.E.I](#)

ii explaining how the author has used facts for or against an argument [SLP.5.9.E.II](#)

iii identifying the intended audience or reader [SLP.5.9.E.III](#)

F recognize characteristics of multimodal and digital texts [SLP.5.9.F](#)

Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to [SLP.5.10](#)

A explain the author's purpose and message within a text [SLP.5.10.A](#)

B analyze how the use of text structure contributes to the author's purpose [SLP.5.10.B](#)

C analyze the author's use of print and graphic features to achieve specific purposes [SLP.5.10.C](#)

D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes [SLP.5.10.D](#)

E identify and understand the use of literary devices, including first- or third-person point of view [SLP.5.10.E](#)

F examine how the author's use of language contributes to voice [SLP.5.10.F](#)

G explain the purpose of hyperbole, stereotyping, and anecdote [SLP.5.10.G](#)

Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to [SLP.5.11](#)

A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping [SLP.5.11.A](#)

B develop drafts into a focused, structured, and coherent piece of writing by [SLP.5.11.B](#)

- i organizing with purposeful structure, including an introduction, transitions, and a conclusion [SLP.5.11.B.I](#)
 - ii developing an engaging idea reflecting depth of thought with specific facts and details [SLP.5.11.B.II](#)
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C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [SLP.5.11.C](#)

D edit drafts using standard Spanish conventions, including [SLP.5.11.D](#)

- i complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments [SLP.5.11.D.I](#)
 - ii irregular verbs [SLP.5.11.D.II](#)
 - iii collective nouns [SLP.5.11.D.III](#)
 - iv adjectives, including those indicating origin, and their comparative and superlative forms [SLP.5.11.D.IV](#)
 - v conjunctive adverbs [SLP.5.11.D.V](#)
 - vi prepositions and prepositional phrases and their influence on subject-verb agreement [SLP.5.11.D.VI](#)
 - vii pronouns, including personal, possessive, objective, reflexive, prepositional, and indefinite [SLP.5.11.D.VII](#)
 - viii subordinating conjunctions to form complex sentences [SLP.5.11.D.VIII](#)
 - ix capitalization of initials, acronyms, and organizations [SLP.5.11.D.IX](#)
 - x italics and underlining for titles and emphasis and punctuation marks, including commas in compound and complex sentences, em dash for dialogue, and quotation marks for titles [SLP.5.11.D.X](#)
 - xi correct spelling of words with grade-appropriate orthographic patterns and rules [SLP.5.11.D.X1](#)
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E publish written work for appropriate audiences. [SLP.5.11.E](#)

Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose

A compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft [SLP.5.12.A](#)

B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft [SLP.5.12.B](#)

multiple texts that are meaningful. The student is expected to [SLP.5.12](#)

C compose argumentative texts, including opinion essays, using genre characteristics and craft [SLP.5.12.C](#)

D compose correspondence that requests information [SLP.5.12.D](#)

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to [SLP.5.13](#)

A generate and clarify questions on a topic for formal and informal inquiry [SLP.5.13.A](#)

B develop and follow a research plan with adult assistance [SLP.5.13.B](#)

C identify and gather relevant information from a variety of sources [SLP.5.13.C](#)

D understand credibility of primary and secondary sources [SLP.5.13.D](#)

E demonstrate understanding of information gathered [SLP.5.13.E](#)

F differentiate between paraphrasing and plagiarism when using source materials [SLP.5.13.F](#)

G develop a bibliography [SLP.5.13.G](#)

H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results [SLP.5.13.H](#)