

North Dakota English Language Arts & Literacy Content Standards

Grade 5 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



How to Read This Document

Example: 5.RL.1

“5.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “5” at the beginning was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

Prioritized Standards

Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.RL.1	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	✓	✓	✓	✓	✓	5

Craft and Structure:

No standards were prioritized within this cluster.

Integration of Knowledge and Ideas:

No standards were prioritized within this cluster.

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Range of Reading and Level of Text Complexity:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.RL.10	By the end of the year, read and comprehend literature including stories, dramas, and poetry, on grade level independently and proficiently.	✓	✓	✓	✓	✓	5

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.RI.1	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	✓	✓	✓	✓	✓	5
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details.	✓	✓	✓	✓	✓	5

Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.RI.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.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.RI.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.	✓	✓	✓	✓	✓	5

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5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✓	✓	✓	✓	✓	5
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Range of Reading and Level of Text Complexity

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	✓	✓	✓	✓	✓	5

Reading Standards: Foundational Skills

Phonics and Word Recognition:

No standards were prioritized within this cluster.

Fluency:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	5

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Writing

Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	✓	✓	✓	✓	✓	5
5.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented</p>	✓	✓	✓	✓	✓	5

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Production and Distribution of Writing:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.W.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.)	✓	✓	✓	✓	✓	5
5.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing or conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	✓	✓	✓	✓	✓	5

Research to Build and Present Knowledge:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	✓	✓	✓	✓	✓	5
5.W.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.	✓	✓	✓	✓	✓	5

Speaking and Listening

Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.SL.1	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. a. Come to discussions prepared, having read or	✓	✓	✓		✓	4

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<p>studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>						
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Presentation of Knowledge and Ideas:

No standards were prioritized within this cluster.

Language

Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.L.1	<p>Within the context of authentic English writing and speaking...</p> <p><u>Practice:</u></p> <p>a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>b. Produce complex and compound-complex sentences.</p> <p>c. Rearrange complete simple and compound sentences of a variety of lengths.</p> <p>d. Ensure pronoun-antecedent agreement.</p> <p>e. Explain and use linking verbs.</p> <p>f. Use verb tense to convey various times and sequences.</p> <p>g. Use relative pronouns (who, whose, whom, which, that).</p> <p>h. Use relative adverbs (where, when, why).</p> <p>i. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>j. Resolve issues of complex or contested usage,</p>	✓	✓	✓	✓	✓	5

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	<p>consulting reliable references as needed.</p> <p>k. Use coordinating and subordinating conjunctions.</p> <p>l. Explain the function of coordinating conjunctions.</p> <p><u>Demonstrate proficiency in:</u></p> <p>m. Use possessive nouns.</p> <p>n. Explain the function of a noun.</p> <p>o. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>p. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.</p> <p>q. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>r. Explain the function of a verb.</p> <p><u>Continually use and maintain proficiency:</u> Refer to progression tables to see which skills are to be continued and practice.</p>						
5.L.2	<p>Within the context of authentic English writing and speaking...</p> <p><u>Practice:</u></p> <p>a. Use commas and quotation marks in dialogue.</p> <p>b. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>c. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).</p> <p><u>Display proficiency in:</u></p> <p>d. Form and use possessives.</p> <p>e. Use correct capitalization overall</p> <p>f. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>g. Use underling, quotation marks, or italics to indicate titles of work.</p> <p><u>Continually use and maintain proficiency:</u> Refer to progression tables to see which skills are to be continued and practice.</p>	✓	✓	✓	✓	✓	5

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Knowledge of Language:

No standards were prioritized within this cluster.

Vocabulary Acquisition and Use:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
5.L.6	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).	✓	✓	✓	✓	✓	5

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