

# North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

## GRADE 5

| Strand  | Code    | Standard Description  | Essential Vocabulary   |
|---|---------|---|--|
| Reading Standards for Literature/Fiction 3-5            | 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.  | quote, quotation, explicit, inference, summarize, textual evidence |
|   | 5.RL.6  | Describe how a narrator's or speaker's point of view influences how events are described.   | point of view, influence, narrator                                 |
|   | 5.RL.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.   | comprehend, proficiently, different genres                         |
| Reading Standards for Informational/Nonfiction Text 3-5 | 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.  | quote, inference, explicit, textual evidence, summarize            |
|   | 5.RI.2  | Determine two or more main ideas of a text and explain how they are supported by key details.   | main idea, supporting details                                      |
|   | 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.  | comprehend, informational  |
| Reading Standards: Foundational Skills 3-5              | 5.RF.4  | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a) Read grade-level text with purpose and understanding.</li> <li>b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> | fluency, accuracy, appropriate rate, prose, expression             |



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| <b>Writing Standards 3-5</b> | 5.W.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b) Provide logically ordered reasons that are supported by facts and details.</li> <li>c) Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d) Provide a concluding statement or section related to the opinion presented.</li> </ul>   | opinion, introduction, transitional words, conclusion, details and reasons            |
|                              | 5.W.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c) Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e) Provide a concluding statement or section related to the information or explanation presented.</li> </ul> | informative/explanatory text, headings, illustrations, multimedia, transitional words |
|                              | 5.W.3 | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e) Provide a conclusion that follows from the narrated experiences or events.</li> </ul>   | narrative, dialogue, transitional words, sensory details, concrete phrases or words   |



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| Speaking and Listening Standards 3-5 | 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. <ul style="list-style-type: none"> <li>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b) Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> | collaborate, engage effectively, discussions, elaborate |
|                                      | 5.SL.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   | summarize, quantitatively                               |



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| <p>Language Standards 3-5</p> | <p>5.L.1</p> | <p>Within the context of authentic English writing and speaking...</p> <p>Practice:</p> <ul style="list-style-type: none"> <li>a) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>b) Produce complex and compound-complex sentences.</li> <li>c) Rearrange complete simple and compound sentences of a variety of lengths.</li> <li>d) Ensure pronoun-antecedent agreement.</li> <li>e) Explain and use linking verbs.</li> <li>f) Use verb tense to convey various times and sequences.</li> <li>g) Use relative pronouns (who, whose, whom, which, that).</li> <li>h) Use relative adverbs (where, when, why).</li> <li>i) Use correlative conjunctions (e.g., either/or, neither/nor).</li> <li>j) Resolve issues of complex or contested usage, consulting reliable references as needed.</li> <li>k) Use coordinating and subordinating conjunctions.</li> <li>l) Explain the function of coordinating conjunctions.</li> </ul> <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> <li>m) Use possessive nouns.</li> <li>n) Explain the function of a noun.</li> <li>o) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>p) Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.</li> <li>q) Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>r) Explain the function of a verb.</li> </ul> <p>Continually use and maintain proficiency:<br/>Refer to progression tables to see which skills are to be continually used and practiced.</p> | <p>possessive nouns, verb tenses, auxiliaries, function of verbs and nouns</p> |
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| 5.L.2 | <p>Within the context of authentic English writing and speaking...</p> <p>Practice:</p> <ul style="list-style-type: none"><li>a) Use commas and quotation marks in dialogue.</li><li>b) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</li><li>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).</li></ul> <p>Display proficiency in:</p> <ul style="list-style-type: none"><li>d) Form and use possessives.</li><li>e) Use correct capitalization overall.</li><li>f) Use a comma to separate an introductory element from the rest of a sentence.</li><li>g) Use underlining, quotation marks, or italics to indicate titles of works.</li></ul> <p>Continually use and maintain proficiency:<br/>Refer to progression tables to see which skills are to be continued to use and practice.</p> | possessives, capitalization, comma usage |
|-------|---|--|

