

Summary of Changes Document 2010 AZ English Language Arts Standards

Grade 5 Reading Standards for Literature

| AZ Strand, Concept, PO | ELA Cluster | Movement |
|---|--|--------------------------------|
| | Key Ideas and Details | |
| | 5.RL.1-2: n/a | |
| R04.S2C1.08: Compare (and contrast the characters, events, and setting in a literary selection. | 5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in text (e.g., how characters interact). | From G4 to G5 |
| | Craft and Structure | |
| R06.S1C4.02: determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry. | 5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | From G6 to G5 |
| | 5.RL.5-6: n/a | |
| | Integration of Knowledge and Ideas | |
| | 5.RL.7-8: n/a | |
| R06.S2.C2.02: Identify common structures and stylistic elements in literature, folktales, and myths from a variety of cultures. R09.S2C2.02: Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility). | 5.RL.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | From G6 to G5 From G9 to G5 |
| | Range of Reading and Level of Text Complexity | |
| R03.S1C5.01: Consistently read grade level text with at least 90 percent accuracy. R06.S1C5.01: Read from a variety of genres with accuracy, automaticity, (immediate recognition), and prosody (expression). | 5.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | From G3 to G5 From G6 to G5 |

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Grade 5 Reading Standards for Informational Text

| AZ Strand, Concept, PO | ELA Cluster | Movement |
|---|--|---------------|
| Key Ideas and Details | | |
| R06.S3C1.04: Identify the author’s stated or implied purpose(s) for writing expository text. R06.S3C3.02: Identify the facts and details that support the author’s argument regarding a particular idea, subject, concept, or object. | 5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | From G6 to G5 |
| R06.S3C1.02: Summarize the main idea and critical details of expository text, maintaining chronological or logical order. | 5.RI.2: Determine two or more ideas of a text and explain how they are supported by key details; summarize the text. | From G6 to G5 |
| R06.S3C1.09: Draw valid conclusions about expository text, supported by text evidence. | 5.RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | From G6 to G5 |
| Craft and Structure | | |
| R06.S1C4.02: Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast). | 5.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . | From G6 to G5 |
| R06.S3C1.08: Draw valid conclusions about expository text, supported by text evidence. R07.S3C1.11: Compare (and contrast) the central ideas and concepts from selected readings on a specific topic. | 5.RI.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | From G7 to G5 |
| R07.S3C1.11: Compare (and contrast) the central ideas and concepts from selected readings on a specific topic. | 5.RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | From G7 to G5 |
| Integration of Knowledge and Ideas | | |
| 5.RI.7: n/a | | |
| R06.S3C3.02: Identify the facts and details that support the author’s argument regarding a particular idea, subject, concept, or object. | 5.RI.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | From G6 to G5 |
| LS.F3: Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report. | 5.RI.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | From GK to G5 |
| Range of Reading and Level of Text Complexity | | |
| R03.S1C5.01: Consistently read grade level text with at least 90 percent accuracy. | 5.RI.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. AZ5.RI.10a: By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of grades 4-5 text complexity band independently and proficiently. | From G3 to G5 |

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Grade 5 Reading Standards for Reading Foundations

| AZ Strand, Concept, PO | ELA Cluster | Movement |
|--|--|--------------------------------|
| | Print Concepts | |
| | 5.RF.1: n/a | |
| | Phonological Awareness | |
| | 5.RF.2: n/a | |
| | Phonics and Word Recognition | |
| | 5.RF.3: n/a | |
| | Fluency | |
| R03.S1C5.01: Consistently read grade level text with at least 90 percent accuracy. R06.S1C4.02: Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast) R06.S1C5. 01: Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression). | 5.RF.4: Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> 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. | From G3 to G5 From G6 to G5 |

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Grade 5 Writing Standards

| AZ Strand, Concept, PO | ELA Cluster | Movement |
|---|---|---------------|
| | Text Types and Purposes | |
| W06.S3C4.01: Write persuasive text (e.g., essay, paragraph, written communications) that: <ol style="list-style-type: none"> a. establishes and develops a controlling idea b. supports arguments with detailed evidence c. includes persuasive techniques d. excludes irrelevant information | 5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. | From G6 to G5 |
| W06.S1C5.03: Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. | 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | From G6 to G5 |
| | 5.W.3: n/a | |
| | Production or Distribution of Writing | |
| | 5.W.4-6: n/a | |
| | Research to Build and Present Knowledge | |
| | 5.W.7: n/a | |
| W06.S3C6.02: Write an informational report that includes: <ol style="list-style-type: none"> a. a focused topic b. appropriate facts and relevant details c. a logical sequence d. a concluding statement a list of sources used | 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. | From G6 to G5 |

Summary of Changes Document 2010 AZ English Language Arts Standards

Grade 5 Writing Standards continued

| AZ Strand, Concept, PO | ELA Cluster | Movement |
|---|--|-----------------|
| | Research to Build and Present Knowledge | |
| R04.S2C1.05: Describe a character’s traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). R04.S2C1.08: Compare (and contrast) the characters, events, and setting in a literary selection. | 5.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | From G4 to G5 |
| | Range of Writing | |
| | 5.W.10: n/a | |
| Grade 5 Speaking & Listening Standards | | |
| | Comprehension and Collaboration | |
| LS.R3: Share ideas, information, opinions and questions. LS.R5: Participate in group discussions. | 5.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | From GK to G5 |
| VP.F3: Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages. | 5.SL.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | From G1-3 to G5 |
| W06.S3C6.01: Write a summary of information from sources (e.g. encyclopedias, websites, experts) that includes: <ul style="list-style-type: none"> a. paraphrasing to convey ideas and details from the source. b. main idea(s) and relevant details. | 5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | From G6 to G5 |
| | Presentation of Knowledge and Ideas | |
| | 5.SL.4-5: n/a | |
| | 5.SL.6: n/a | |

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Grade 5 Language Standards

| AZ Strand, Concept, PO | ELA Cluster | Movement |
|---|--|--|
| | Conventions of Standard English | |
| <p>W06.S2C6.12: Use the following parts of speech correctly in simple sentences:</p> <ol style="list-style-type: none"> a. nouns b. action/linking verbs c. personal pronouns d. adjectives e. adverbs f. conjunctions g. prepositions h. interjections | <p>5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). <p>AZ.5.L.1</p> <ol style="list-style-type: none"> f. Construct one or more paragraphs that contain: <ul style="list-style-type: none"> • a topic sentence, • supporting details, • relevant information, • and concluding sentences. | From G6 to G5 |
| <p>W06.S2C6.04: Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, plays, magazines, movies, TV series).</p> <p>WHS. S2C6.06: Use semi-colons to punctuate compound and compound-complex sentences when appropriate.</p> | <p>5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. | From G6 to G5 From GHS to G5 |
| <p>W06.S2C3.04: Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</p> <p>W06.S1C4.04: Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>W09.S1C4.02: Infer word meanings form context (e.g., definition, example, restatement, comparison/contrast, cause/effect).</p> <p>W09.S1C4.03: Distinguish between denotative and connotative meanings of words.</p> <p>W10.S1C4.03: determine how the meaning of the text is affected by the writer's word choice (e.g., literal vs. figurative language, idioms, adages).</p> | <p>5.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | From G6 to G5 From G9 to G5 From G10 to G5 |

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Grade 5 Language Standards continued

| AZ Strand, Concept, PO | ELA Cluster | Movement |
|---|---|---------------|
| R04.S1C4.02: Use context to determine the relevant meaning of a word. R07.S1C4.01: Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin). | <p align="center">Vocabulary Acquisition and Use</p> 5.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | From G7 to G5 |
| | 5.L.5: n/a | |
| | 5.L.6: n/a | |

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