Grade 5 English Language Arts Standards

Comparison Tool for Standards Transition

Updated June 2012

This document can be used to assist educators in analyzing the commonalities and differences between the new Alaska English Language Arts (ELA) standards and the Fourth Edition (Grade Level Expectations). This document is a first start toward a transition and districts may choose to augment with more detail.

The first column contains the new ELA standards. The second column shows the Grade Level Expectations (GLEs) that align to the new standards. The third column provides comments, usually highlighting differences between the new standards and GLEs that align in higher grades. Additionally, the comments may include a notation about an increase in rigor. Rigor may be defined as a standard that requires deeper understanding, higher order thinking, expanded analytical processes, or simply a skill introduced at an earlier grade.

Note that some GLEs are coded with an L. This signifies that the GLE was not assessed on the statewide assessment; it was to be assessed at the local level. No new standards are identified as being for local assessment. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

In most cases there are not complete matches between the two sets of standards, and it should not be assumed that either the content or skills found in one set of standards will match completely with those of the other set.

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **2.** Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.  Any aligned GLE found in the higher grades will need to be absorbed in the lower grade as part of the transition.  GLEs are coded with an L. This signifies that the GLE was assessed at the local level. | **[3] 1.4.1** Retelling or dramatizing a story after reading it (L)  **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)  The new standard specifies explaining how the author’s purpose, message, lesson or moral is conveyed. This is an increase in rigor. |

The new standards represent a shift in the purpose of the standards. They are more instructional in nature, intended to guide classroom curriculum. The new standards do not serve as an assessment document unlike the GLEs. The Department with the support of stakeholders will prepare an assessment framework which will guide the development of the new assessments. The new standards will be assessed starting spring 2016. Until then, all districts will continue administering the Standards Based Assessments aligned to the GLEs through spring 2015.

A table at the end of each content area shows the GLEs not matched to the new standards. The comment column indicates where the GLE may be matched to a new standard in a lower or higher grade. Although some GLEs will be taught at other grade levels, teachers must provide opportunities for these GLEs to be reviewed in preparation for the spring Standards Based Assessments through spring 2015.

| **Grade 3 Reading GLEs not matched to new standards** | **Comments** |
| --- | --- |
| **[3] 1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) | When blank - No match found |
| **[3]1.7.2** The student analyzes content and structure of genres by identifying use of dialogue or rhyme in common forms of text | Dialogue and rhyme are addressed in Grade 2 of the new standards:  **2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

Local GLEs do not appear on the SBAs.

This GLE must be reviewed prior to the SBA through spring 2015.

Finally, the new standards for each grade level define what students should understand and be able to do by the end of each grade. They correspond to Anchor Standards by number. The Anchor Standards are broad standards; the standards articulated at each grade level provide additional specificity. Together they define the skills and understandings that all students must demonstrate. For instance, Anchor Standard number one for Reading is, “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” All the number one reading standards for each grade will be about making logical inferences about text and citing textual evidence to support conclusions drawn from the text. The Anchor Standards for Reading, Writing, Speaking and Listening, and Language are included on the following pages.

# Alaska Anchor Standards for Reading Grades K-12

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend a range of complex literary and informational texts independently and proficiently.

# Alaska Anchor Standards for Writing Grades K-12

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5**.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# Alaska Anchor Standards for Speaking and Listening Grades K-12

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety o

# Alaska Anchor Standards for Language Grades K-12

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Alaska New Reading Standards**

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **[5] 2.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions  **[5] 2.2.3** Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if \_\_\_\_, deduces missing outcome or information, such as where a story takes place if not directly stated)  **[5] 2.2.4** Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)  **[5] 2.5.2** Locating information in narrative and informational text to answer questions related to main ideas or key details | The new standard is a more succinct statement of the GLEs. |
| **2.** Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence. | **[5] 2.4.1** Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text  **[5] 2.5.1** Identifying the main idea or central concept in various types of texts  **[5] 2.8.1** Identifying or describing in fiction   * plot (e.g., main conflict or problem, sequence of events, resolution) * settings (e.g., how they affect the characters or plot) * characters (e.g., physical characteristics, personality traits, motivation) * point of view (who is telling the story)   **[5] 2.10.1** Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards) | The new standard emphasizes how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. |
| **3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved). | **[5] 2.8.1** Identifying or describing in fiction   * plot (e.g., main conflict or problem, sequence of events, resolution) * settings (e.g., how they affect the characters or plot) * characters (e.g., physical characteristics, personality traits, motivation) * point of view (who is telling the story)   **[5] 2.8.2** Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors | The new standard is a good match with the GLEs. |
| **Craft and Structure** |  |  |
| **4.** Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole). | **[5] 2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)  **[5] 2.7.3** Identifying or explaining use of literary elements and devices (i.e., dialogue, rhyme, alliteration, simile, or metaphor) | The new standard provides a general expectation regarding vocabulary acquisition. |
| **5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | **[5] 2.7.1** Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry (L)  **[5] 2.7.2** Identifying or explaining the characteristics of fiction and non-fiction  **[5] 2.7.4** Identifying the characteristics of prose and poetry (L) | The GLEs do not examine the structure of text to the degree that is specified by Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.”  The characteristics of particular genres include structural elements. The new standard requires students to explain how chapters, scenes, or stanzas fit together. |
| **6.** Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed. | NEW – not addressed in the GLEs | The GLE regarding point of view asks only to identify who is telling the story. The new standard requires students to describe how the point of view affects the narrative.  **[5] 2.8.1** Identifying or describing in fiction   * plot (e.g., main conflict or problem, sequence of events, resolution) * settings (e.g., how they affect the characters or plot) * characters (e.g., physical characteristics, personality traits, motivation) * point of view (who is telling the story) |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** (Not applicable to literature) |  |  |
| **9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development. | **[5] 2.8.2** Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors  **[5] 2.10.2** Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts  **[5] 2.11.2** Identifying common ideas,events, and situations in multicultural readings (e.g., trickster tales about [African] Anansi the Spider and [American Southwest] Coyote) (L) | The GLEs do not require comparing and contrasting similar themes. |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of the year, read and comprehend a range of literature from a variety of cultures,  within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **New Reading Standards for Informational Text** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. | **[5] 2.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions  **[5] 2.2.3** Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if \_\_\_\_, deduces missing outcome or information, such as where a story takes place if not directly stated)  **[5] 2.2.4** Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)  **[5] 2.5.2** Locating information in narrative and informational text to answer questions related to main ideas or key details | The new standard is a more succinct statement of the GLEs. |
| **2.** Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. | **[5] 2.4.1** Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text  **[5] 2.5.1** Identifying the main idea or central concept in various types of texts | The new standard requires students to explain how the main idea is supported by key details. This is an increase in rigor. |
| **3.** Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | **[5] 2.5.3** Identifying or describing related experiences and events to support understanding of a main idea (e.g., what event in history is similar to this one) (L)  **[5] 2.11.2** Identifying common ideas,events, and situations in multicultural readings (e.g., trickster tales about [African] Anansi the Spider and [American Southwest] Coyote) (L) | The new standard specifies historical, scientific, or technical text and requires students to explain the relationships or interactions among two or more individuals, events, ideas, or concepts. |
| **Craft and Structure** |  |  |
| **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] 2.1.1** Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)  **[5] 2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) | The new standard provides a general expectation regarding vocabulary acquisition. |
| **5.** Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | NEW – not addressed in the GLEs | The GLEs do not examine the structure of text to the degree that is specified by Reading Anchor Standard 5, “analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.” |
| **6.** Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events). | **[5] 2.8.2** Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors | The new standard requires students to analyze multiple accounts of the same event or topic in informational text. |
| **Integration of Knowledge and Ideas** |  |  |
| **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] 2.2.1** Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions  **[5] 2.5.2** Locating information in narrative and informational text to answer questions related to main ideas or key details | The new standard specifies drawing on information from multiple print or digital sources.  Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). | NEW – not addressed in the GLEs | GLEs [5] 2.9.1 and 5] 2.9.2 require students to distinguish fact from opinion and support own opinions with evidence from text. |
| **9.** Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably. | NEW – not addressed in the GLEs |  |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs repeated across grades is marked with an asterisk to indicate “assumes a variety of text and increasing complexity.” This standard is explicit about the need to attend to text complexity. |

| **Grade 5 Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[5] 2.2.2** The student comprehends literal or inferred meaning from text by self-monitoring comprehension by formulating questions while reading (e.g., why do characters react to the same situation differently) or rereading (e.g., for clarification, confirmation, correction) (L) |  |
| **[5] 2.6.1** The student follows written directions by completing a task by following written, multi-step directions (e.g., origami) (L) |  |
| **[5] 2.6.2** The student follows written directions by identifying the sequence of steps in multi-step directions |  |
| **[5] 2.9.1** Distinguishing fact from opinion in a text |  |
| **[5] 2.9.2** Expressing own opinion about material read and supporting opinions with evidence from text | Reading Standard 8 for Informational Text requires students to analyze how authors use reason and evidence to support points in a text. |

**Alaska New Reading Foundational Standards**

|  |  |  |
| --- | --- | --- |
| **New Foundational Skills** | **Grade Level Expectations** | **Comment** |
| **Phonics and Word Recognition** |  | There are no Foundational Skills 1-2 for this grade. |
| **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | **[5] 2.1.1** Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)  **[5] 2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals) | The new standard is a good match with the GLEs. |
| **Fluency** |  |  |
| **4.** Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.  b. Read on-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] 2.1.5** Self-monitoring and self-correcting while reading (e.g., sounding words out, adjusting reading pace, rereading difficult or relevant material)(L)  **[5] 2.3.1** Reading orallywith rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L) | The new standard is a good match with the GLEs. |

| **Grade 5 Reading Foundational Skills GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Writing Standards**

| **New Writing Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Text Types and Purposes** |  | The new writing standards have three anchor standards for writing arguments, informative/explanatory texts, and narrative writing. The GLEs do not delineate the types of writing in the same way. One GLE, **[5] 2.2.2**, specifies writing in nonfiction forms, and **[5] 2.2.1** specifies writing narratives and most of the other writing GLEs apply to all the forms of writing. |
| **1.** Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.  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, most of all*).  d. Provide a concluding statement or section that reinforces or restates the opinion presented. | NEW – not addressed in the GLEs | Writing to persuade is not addressed until grade 8 in the GLEs.  **[8] 3.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade |
| **2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that supports 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 that paraphrases the focus of the text or explanation presented. | **[5] 2.2.2** Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)  **[5] 2.1.1** Writing more than one paragraph stating and maintaining a focused idea and including details that support the main idea of each paragraph  **[5] 2.1.3** Organizing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) (**L**)  **[5] 2.1.4** Writing a concluding statement | The new standard provides a more rigorous expectation for the development of an informative/explanatory piece.  The new standard encourages the use of visuals/graphics and multimedia when useful to aiding comprehension.  Use of precise language is in the grade 6 GLEs.  **[6] 2.4.3** Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (**L**) |
| **3.** Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).  a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.  c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.  d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events. | **[5] 2.2.1** Writing an understandable story that incorporates setting, character, and basic plot  **[5] 2.2.3** Using expressive language when responding to literature or producing text (e.g., writer’s notebook memoirs, poetry, plays or lyrics) (**L**)  **[5] 2.1.3** Organizing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) (**L**)  **[5] 2.1.4** Writing a concluding statement | The new standard is more explicit about the effective components of narrative writing. |
| **Production and Distribution of Writing** |  |  |
| **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 above.) | NEW – not addressed in the GLEs | The new standard brings focus to the fact that decisions about writing should take into account the task, purpose, and audience. |
| **5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) | **[5] 2.4.1** Rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear  **[5] 2.4.2** Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (**L**) | The new standard is a good match with the GLEs. |
| **6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | **[5] 2.6.1** Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs (**L**)  **[5] 2.6.3** Writing using a word processor (**L**) | Writing Anchor Standard Six, “use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,” emphasizes the use of technology as a collaborative and publishing tool. GLEs focus on technology as a publishing tool. |
| **Research to Build and Present Knowledge** |  |  |
| **7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | NEW – not addressed in the GLEs | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **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] 2.5.**1 Giving credit for others’ ideas, images and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop.  The new standard requires students to gather relevant information and use this information in finished work. |
| **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved]”).  b. Apply *grade 5 Reading standards* 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 supports which point[s].”). | NEW – not addressed in the GLEs | The GLEs do not explicitly connect writing and reading standards. The new standard emphasizes this connection. |
| **Range of Writing** |  |  |
| **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | NEW – not addressed in the GLEs | GLEs do not address the time frame for writing. |

| **Grade 5 Writing Skills GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[5] 2.1.2** The student writes about a topic by using paragraph form: indents or uses paragraph breaks (L) |  |

**Alaska New Speaking and Listening Standards**

| **New Speaking and Listening Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Comprehension and Collaboration** |  |  |
| **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 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. |  | The GLEs do not have Speaking and Listening standards. The only reference to speaking is in the reading GLEs. The student reads texts aloud by **[5] 2.3.1** Reading orallywith rhythm, flow and expression, showing understanding of punctuation and other conventions of print (L)  The addition of Speaking and Listening standards is an important component of the new standards. They describe rigorous expectations for academic discussion, meaningful exchanges between students and educators, and the thoughtful delivery of information, conveying competencies in both rhetoric and multimedia content integration. |
| **2.** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |
| **3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker). |  |
| **Presentation of Knowledge and Ideas** |  |
| **4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |  |
| **5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. |  |
| **6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) |  |

| **Grade 5 Speaking and Listening GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Language Standards**

| **New Language Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Conventions of Standard English** |  | Teachers need to refer to the Language Progressive Skills by Grade Table. This table can be found in the new ELA standards. The table shows the skills (marked with an asterisk when first introduced in the new standards) that are particularly likely to require continued attention in higher grades. For instance, the table shows that subject-verb and pronoun-antecedent agreement is introduced in grade 3, but needs to continue to be taught through grades 4-12.  All of the rules of usage in **[5] 2.3.4** are included in the table.  **[5] 2.3.4** Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (**L**)  New standards in the table for grade 5 also include choosing words and phrases for effect, choosing words and phrases to convey ideas precisely, and choosing punctuation for effect.  GLEs do not address pronoun-antecedent agreement until grade 6.  **[6] 2.3.4** Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns) |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.  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). | **[5] 2.3.4** Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (**L**) | GLEs do not directly address using the parts of speech outlined in (a). GLEs do not reference correlative conjunctions. |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  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. | **[5] 2.3.3** Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series) and capitalization  **[5] 2.3.2** Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)  **[5] 2.6.1** Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs (**L**) | The new standard requires students to use commas in a wider variety of grammatical applications than in the grade 5 GLEs. The GLEs do this in grade 7.  **[7] 3.3.3** Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)  The GLEs do not address the use of underlining and italics to indicate titles of works. |
| **Knowledge of Language** |  |  |
| **3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  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. | **W [5] 2.3.1** Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (**L**)  **R [5] 2.11.1** Identifying cultural influences in texts (e.g., dialects, customs, traditions geography) (L) | Style is in the grade 7 GLEs.  **[7] 3.3.1** Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing  GLE **[5] 2.11.1** does not require comparing and contrasting varieties of English. |
| **Vocabulary Acquisition and Use** |  |  |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.  a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), 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. | **[5] 2.1.1** Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar)  **[5] 2.1.2** Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)  **W [5] 2.6.1** Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs (L)  **W [5] 2.6.2** Using thesaurus to find synonyms for common words (**L**) | The new standard is a good match with the GLEs. |
| **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | **[5] 2.7.3** Identifying or explaining use of literary elements and devices (i.e., dialogue, rhyme, alliteration, simile, or metaphor)  **[5] 2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and [identifying shades of meaning (e.g., hot, warm) **L**] | Idioms are in the grade 9 GLEs.  **[9] 4.1.2** Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in  • dialectical English (e.g., Huck Finn)  • other languages adopted into English (pie a la mode)  • idiomatic expressions (e.g., “it drives me up a wall) |
| **6.** Acquire and accurately use 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] 2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and [identifying shades of meaning (e.g., hot, warm) **L**]  **[5] 2.7.3** Identifying or explaining use of literary elements and devices (i.e., dialogue, rhyme, alliteration, simile, or metaphor) | While the expectation of the new standard is not new, it is a more explicit requirement that students acquire and use grade-appropriate and domain-specific words and phrases. |

| **Grade 5 Language GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |