



ADW GRADE 5 LANGUAGE ARTS STANDARDS & INSTRUCTION GUIDE

2017

READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core Concepts	Key terms
LA.5.WRFV.1	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	<ul style="list-style-type: none">• Reading with fluency and accuracy supports comprehension.• Fluent reading includes: accuracy, appropriate rate, word stress, phrasing, and pausing.• Effective readers monitor their understanding of text by adjusting their strategies.• Readers slow down to problem-solve words or complex language and then resume a normal pace.	<ul style="list-style-type: none">• Fluency• Phrasing• Inflections
LA.5.WRFV.2	Use word origins to determine the meaning of unknown words.	<ul style="list-style-type: none">• Words have histories. Knowing the history of words and their origins can help to determine the meaning of unknown words.	<ul style="list-style-type: none">• Word origins



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LA.5.WRFV.3	Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).	<ul style="list-style-type: none">• Words can have relationships with one another such as synonyms, antonyms, and homographs.• Understanding and being able to explain those relationships supports comprehension.	<ul style="list-style-type: none">• Synonyms• Antonyms• Homographs



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LA.5.WRFV.4	Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).	<ul style="list-style-type: none">• Understanding word structure can aid in determining the meaning of unknown words.• Many words are the combination of a number of parts, each part playing a role in the overall meaning of the word.• Roots are the primary building block of many longer, more complex words.• Many of these roots are derived from the Greek and Latin.• Knowing the meaning of a word's root can help with understanding the meaning of that word.	<ul style="list-style-type: none">• Word structure• Roots



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LA.5.WRFV.5	Understand and explain the figurative use of words in similes (comparisons that use like or as)	<ul style="list-style-type: none">Figurative language is used by authors to be more effective, impactful, persuasive, or to connect to the reader's senses. Identifying how an author uses them can help reader understand the author's purpose.	<ul style="list-style-type: none">Figurative languageSimiles
LA.5.WRFV.6	Understand unknown words by using word, sentence, and paragraph clues to determine meaning.	<ul style="list-style-type: none">The meaning of surrounding text (Individual words, sentences, and paragraphs) can help identify the meaning of unknown words within a text. Readers use these clues to support comprehension and can articulate how those clues have led to an understanding of the text.	<ul style="list-style-type: none">Context clues



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READING: Comprehension (C)	Standard	Core Concepts	Key terms
LA.5.RC.1	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	<ul style="list-style-type: none">• Nonfiction informational texts often contain elements and organizational features that provide specific information and expand on narrative information, supporting overall comprehension.• Strategic readers use these features to help locate information.	<ul style="list-style-type: none">• Text features• Graphs• Diagrams• Illustrations• Charts• Maps• Chapters• Table of contents• Headings• Index
LA.5.RC.2	Analyze text that is organized in sequential or chronological order.	<ul style="list-style-type: none">• How a text is organized and why it is organized that way is a factor that should be considered during text analysis.	<ul style="list-style-type: none">• Text organization• Sequential• Chronological



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READING: Comprehension (C)	Standard	Core Concepts	Key terms
LA.5.RC.3	Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	<ul style="list-style-type: none">The main idea of the text is the most important or central thought or theme and is developed through evidence presented within the text.Readers demonstrate the validity of a stated main idea by identifying and assessing the supporting text evidence.	<ul style="list-style-type: none">Main ideaThemeSupporting evidence
LA.5.RC.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	<ul style="list-style-type: none">Inferencing, drawing conclusions, and making generalizations while reading a text are strategic actions for processing and comprehension.Readers demonstrate the validity of their inferences, conclusions and generalizations by identifying supporting text evidence and prior knowledge.	<ul style="list-style-type: none">InferenceConclusionsGeneralizing
LA.5.RC.5	Distinguish among facts, supported inferences, and opinions in text.		<ul style="list-style-type: none">FactOpinionSupported inference

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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.5.LRA.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	<ul style="list-style-type: none">• Different genres of literature have specific characteristics.• Authors choose a literary form for a particular purpose.• Analyzing the author's choice in relation to his or her purpose is a strategy that both demonstrates and supports comprehension.	<ul style="list-style-type: none">• Genre• Poetry• Drama• Fiction• Nonfiction
LA.5.LRA.2	Identify the main problem or conflict of the plot and explain how it is resolved.	<ul style="list-style-type: none">• Story plots often evolve through a single or a series of problems/conflicts and related solutions.• Understanding the plot requires the identification of those problem/solution relationships and how they advance the plot.	<ul style="list-style-type: none">• Plot• Problem/conflict• Solutions



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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.5.LRA.3	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	<ul style="list-style-type: none">• Authors reveal the nature of characters in a number of ways including physical description, description of his/her behavior and thoughts/feelings, his/her dialogue with other characters, and the response he/she evokes from other characters.• This information can be used by the reader to identify why characters might react in particular ways throughout the story.• The actions of the characters can be used by the author to define the theme and progress the plot.	<ul style="list-style-type: none">• Characterization



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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.5.LRA.4	Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.	<ul style="list-style-type: none">• A theme or message in a text is the idea or lesson around which the entire text revolves.• Themes/messages may be clearly articulated or revealed in less explicit ways. Readers use clues within from the text to identify the theme/message.• Identifying the importance of the theme/message to and describing its impact on the overall story/text demonstrates comprehension.	<ul style="list-style-type: none">• Theme
LA.5.LRA.5	Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.	<ul style="list-style-type: none">• Literary devices are used by authors to be more effective, impactful, persuasive, or to connect to the reader's senses. Identifying how an author uses them can help reader understand the author's purpose.	<ul style="list-style-type: none">• Literary devices• Imagery• Metaphor• Symbolism



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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.5.LRA.6	Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	<ul style="list-style-type: none">• Themes from various stories cross cultures and time.• Different story forms are defined by unique patterns and symbols which are consistent no matter the time or place from which the story originates.• These patterns bring meaning to the story.	<ul style="list-style-type: none">• Myth• Tradition• Symbols• Cultural impact
LA.5.LRA.7	Evaluate the author's use of various techniques to influence readers' perspectives.	<ul style="list-style-type: none">• One purpose for writing is to persuade.• Authors use many techniques to persuade readers.• Identifying and evaluating the efficacy of the author's persuasion is a strategic reading technique that aids in processing and comprehension.	<ul style="list-style-type: none">• Persuasion



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READING: Literacy Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.5.LRA.8	Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.	<ul style="list-style-type: none">• Narratives are told from a specific perspective or point of view (the lens through which the reader sees the story).• The perspective could be an omniscient one.• They can also be told by a character in the story. Who is telling the story can influence how the reader interacts with the plot.• Identifying the narrator demonstrates comprehension.	<ul style="list-style-type: none">• Perspective• Point-of-view• Narrator• Omniscient



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.5.WP.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	<ul style="list-style-type: none">• Writers seek writing ideas from multiple sources including environmental, print, and digital sources and through discussions with others.• They often record ideas to save for later.• Planning what will be written is an important part of the writing process.• Writers use a variety of organizational tools when planning.	
LA.5.WP.2	Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	<ul style="list-style-type: none">• In order for writers to present information or to tell a story, regardless of the subject matter, they must structure the written piece so that it flows coherently and clearly articulates the central idea and includes sufficient information to support the central idea or plotline.	<ul style="list-style-type: none">• Multi-paragraph story• Plot• Setting



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.5.WP.3	Write informational pieces with multiple paragraphs that: • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details.		<ul style="list-style-type: none">• Multi-paragraph essay• Topic sentence• Supporting details• Transitions• Indentation• Conclusion
LA.5.WP.4	Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.	<ul style="list-style-type: none">• Writers use multiple reference materials (dictionaries, thesaurus, encyclopedias, websites, newspapers, almanacs) to assist in spelling, word choice, and content development and elaboration.• Reference materials have organizational features which assist writers in locating needed information.	<ul style="list-style-type: none">• Organizational features• Citations• Endnotes• Bibliography



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.5.WP.5	Use note-taking skills.	<ul style="list-style-type: none">• Taking notes is a skill that requires instruction and practice. Effective note taking implies that the note taker is both listening and processing information.• There are many different strategies for recording and organizing notes.• The strategy chosen depends both on the content and the preference of the learner.	<ul style="list-style-type: none">• Note-taking• Note-taking strategies
LA.5.WP.6	Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.		<ul style="list-style-type: none">• Passwords• Entry menus• Pull-down menus• Searches• Thesaurus• Spell check



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.5.WP.7	Use a thesaurus to identify alternative word choices and meanings.	<ul style="list-style-type: none">• One way to determine the meaning of an unknown word is to identify other words or ideas that have related meanings.• A thesaurus is a tool to locate those related words and ideas.	<ul style="list-style-type: none">• Thesaurus



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WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.5.WP.8	Review, evaluate, and revise writing for meaning and clarity.	<ul style="list-style-type: none">Writers undertake the revision process to insure that their purpose for writing is met and in order to make writing stronger and clearer to readers. Revision involves reviewing and evaluating writing for clarity of content, proper spelling, and appropriate use of conventions (punctuation, capitalization, sentence structure, etc.). Writers make adjustments to their writing (making corrections, adding words/information, deleting words/ information, changing text, reorganizing content) as needed to improve focus, flow and clarity and based on their own evaluation of writing and/or feedback provided by peer editors and teachers. Editors often use an editing checklist or list of rules to	<ul style="list-style-type: none">RevisionEditingProofread
LA.5.WP.9	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.		
LA.5.WP.10	Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.		



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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.5.WA.1	Write narratives (stories) that: • establish a plot, point of view, setting, and conflict. • show, rather than tell, the events of the story.	<ul style="list-style-type: none">• Narratives describe a real or imagined experience or event using effective story telling technique, well-chosen details and well-structured event sequence.• Narratives have a central focus with a beginning, middle and end.• Students develop plot by identifying events in a logical order and within a clearly developed context but also through the use of carefully chosen descriptive words that show their thinking and describe actions.	<ul style="list-style-type: none">• Narrative• Plot• Point-of-view• Setting• Conflict



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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.5.WA.2	Write responses to literature that: • demonstrate an understanding of a literary work. • support judgments through references to the text and to prior knowledge. • develop interpretations that exhibit careful reading and understanding.	<ul style="list-style-type: none">• In order to respond to literature, the writers must read closely to determine what the text says explicitly.• Then they must that clearly state their thoughts and opinions and supply the reasoning for their thinking. In doing so, writers need to understand how their reasoning supports their opinion, identify information within the text and from prior knowledge to support their viewpoint, and share this thinking.• Writers build their response by linking their ideas together.	<ul style="list-style-type: none">• Close reading• Reader response



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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.5.WA.3	Write research reports about important ideas, issues, or events by using the following guidelines: • Frame questions that direct the investigation. • Establish a main idea or topic. • Develop the topic with simple facts, details, examples, and explanations. • Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report.	<ul style="list-style-type: none">• A research report is more than a collection of different pieces of information about a topic, and more than a review of the literature in a field.• A research report is the culmination and final product of a process of exploring a topic in greater detail by developing a research question that helps bring focus to the topic, researching the topic, thinking critically about the information, evaluating sources, organizing, and composing.• A research project involves surveying a field of knowledge using primary and secondary sources, both print and digital, in order to find the best possible information in that field.• Researchers build upon what they already know about the subject and make a deliberate attempt to find out what experts know.	<ul style="list-style-type: none">• Research• Primary source• Secondary source• Topic• Summarization• Research question



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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.5.WA.4	Write persuasive letters or compositions that: • state a clear position in support of a proposal. • support a position with relevant evidence and effective emotional appeals. • follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • address reader concerns.	<ul style="list-style-type: none">• The purpose of a persuasive text or argument is to convince the reader to take a specific point of view on an issue (often the writer's), to take some action, or to critique.	<ul style="list-style-type: none">• Persuasion
LA.5.WA.5	Use varied word choices to make writing interesting.		
LA.5.WA.6	Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.	<ul style="list-style-type: none">• Writers have a particular purpose when writing and an intended audience.• The development and organization of the piece, and style of writing chosen are determined based on the task, purpose and audience.	<ul style="list-style-type: none">• Writer purpose



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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.5.WA.7	Write summaries that contain the main idea of the reading selection and the most significant details.	<ul style="list-style-type: none">• Summarization requires that the reader/writer reads closely and critically to determine the main idea/theme of the piece, is able to identify the most significant points from the story that develop the idea/theme and then articulate that in a synopsis.	<ul style="list-style-type: none">• Summarization



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WRITING: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
LA.5.ELC.1	Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the Cougars, the team from Newport), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).	<ul style="list-style-type: none"> A knowledge of and ability to use basic conventions of the English language (spelling, punctuation, capitalization, grammar, sentence development, etc.) support a writer's ability to create a clear and understandable piece and supports the revision process. This includes both the intentional use of the language and the effective application of the rules of grammar. 	<ul style="list-style-type: none"> Prepositional phrase Appositives Clauses (main and subordinate)
LA.5.ELC.2	Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.		<ul style="list-style-type: none"> transitions
LA.5.ELC.3	Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (lie/lay, sit/set, rise/raise).		<ul style="list-style-type: none"> Verb tenses
LA.5.ELC.4	Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/his, she/her, they/their, it/its).		<ul style="list-style-type: none"> Modifiers Pronouns



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WRITING: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
LA.5.ELC.5	Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (Time is short; however, we will still get the job done.)	•	<ul style="list-style-type: none"> • Colon • Quotations marks • Semi-colons • Commas
LA.5.ELC.6	Use correct capitalization.		<ul style="list-style-type: none"> • Capitalization
LA.5.ELC.7	Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in-for-ma-tion, mol-e-cule) correctly.		<ul style="list-style-type: none"> • Roots • Prefixes • Suffixes • Contractions • Syllable constructions
LA.5.ELC.8	Use simple sentences (Dr. Vincent Stone is my dentist) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities) in writing.		<ul style="list-style-type: none"> • Simple sentences • Compound sentences

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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.5.LS.1	Ask questions that seek information not already discussed.	<ul style="list-style-type: none">• Attentive, active listeners integrate and evaluate information being conveyed in various oral formats (speakers, read-alouds, videos, other media, etc.) with the intent to understand.• They are able to ask appropriate questions when they do not understand in order to clarify or gain more information as well as describe the main idea in a presentation with supporting evidence, make inferences, and draw conclusions.• They are also aware that speakers convey messages non-verbally as well as verbally and work to understand all the information the speaker is communicating.• Students prepare for and participate in a range of oral activities including conversations, formal and informal presentations, recitations, dramatic readings/performances, giving directions, and providing explanations expressing their ideas clearly and persuasively.• Speakers use a variety of strategies to insure they convey meaning to their listeners including careful word choice, strategic use of examples and anecdotes, organization that supports flow and emphasizes the main idea and line of reasoning,	

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		<p>selection of structures (e.g. cause/effect) that help develop the main idea, and use of meaningful gestures, facial expressions and vocal modulations.</p> <ul style="list-style-type: none"> • Speakers deliver material in a manner appropriate to the type of presentation or performance being given (tone of voice, timing rhythm, fluency). 	
LA.5.LS.2	Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.		<ul style="list-style-type: none"> • Verbal and non-verbal communication
LA.5.LS.3	Make inferences or draw conclusions based on an oral report.		<ul style="list-style-type: none"> • Inferencing • Drawing conclusions
LA.5.LS.4	Select a focus, organizational structure, and point of view for an oral presentation.		<ul style="list-style-type: none"> • Oral communication • Conversations • Presentations
LA.5.LS.5	Clarify and support spoken ideas with evidence and examples.		



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.5.LS.6	Use volume, phrasing, timing, and gestures appropriately to enhance meaning.		<ul style="list-style-type: none">• Volume• Phrasing• Timing• Gestures• Presentation style
LA.5.LS.7	Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.		<ul style="list-style-type: none">• Persuasive techniques• Faulty reasoning
LA.5.LS.8	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. .		<ul style="list-style-type: none">• Media as a means of communication and entertainment



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.5.LS.9	Deliver narrative (story) presentations that: • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens.		<ul style="list-style-type: none">• Narrative• Plot• Point-of-view• Setting
LA.5.LS.10	Deliver informative presentations about an important idea, issue, or event by the following means: • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations.		<ul style="list-style-type: none">• Informative presentations• Topic• Details• Questions



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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.5.LS.11	Deliver oral responses to literature that: • summarize important events and details • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions.		<ul style="list-style-type: none">Summarization
LA.5.LS.12	Give precise directions and instructions.		
LA.5.LS.13	Emphasize points in ways that help the listener or viewer follow important ideas and concepts		



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LA.5.LS.14	Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.		<ul style="list-style-type: none">• Persuasion
LA.5.LS.15	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.		<ul style="list-style-type: none">• Sensory details