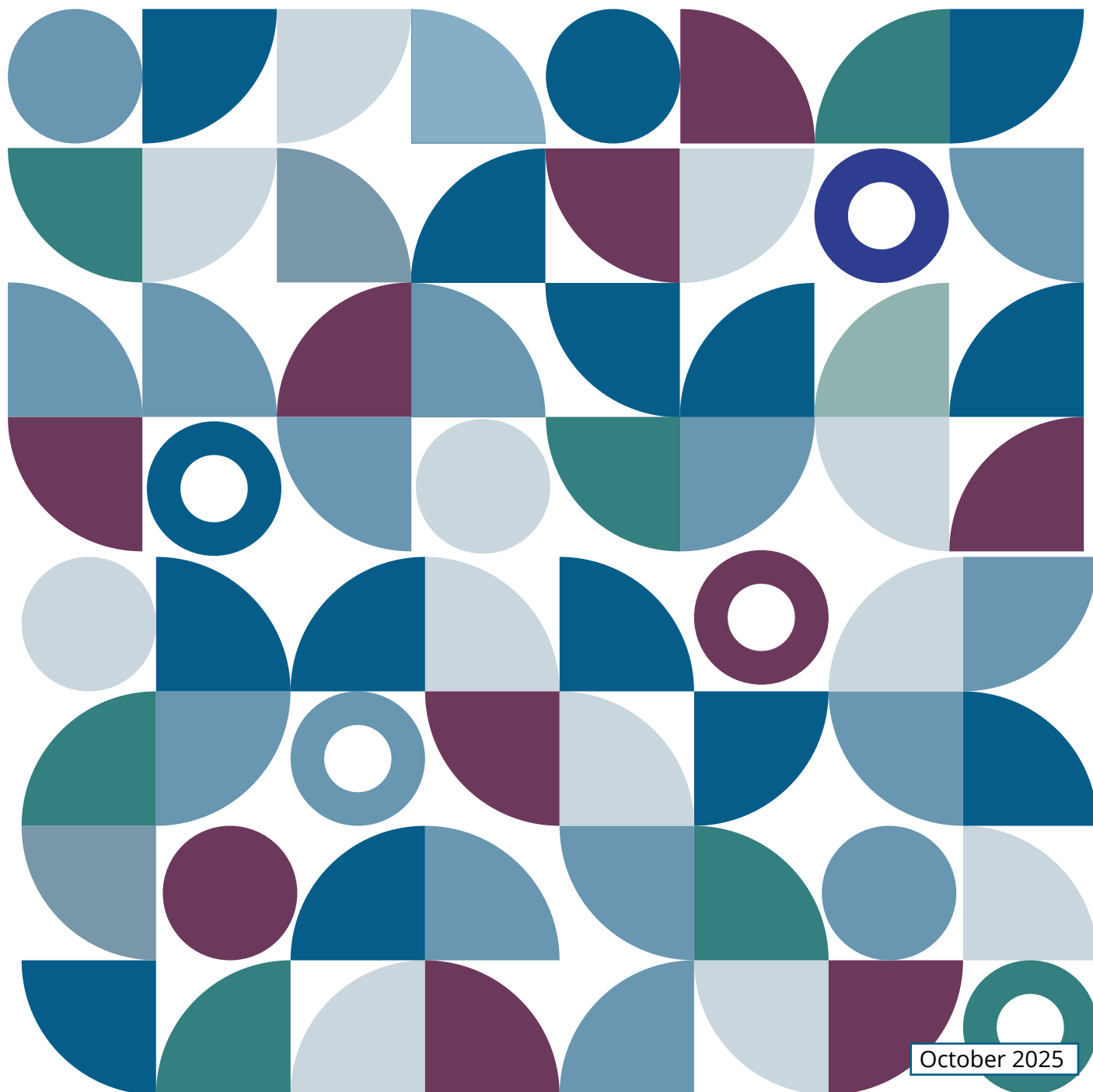


A **CORE GUIDE**  
TO THE UTAH  
**ENGLISH LANGUAGE**  
**ARTS (ELA)**  
STANDARDS

# GRADE 5



October 2025

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**GRADE 5**

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UTAH CORE GUIDE  
*for*  
**P-12 ENGLISH  
LANGUAGE ARTS**



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# GRADE 5

## **SPEAKING AND LISTENING**

### **5.SL.1**

#### **Strand: SPEAKING AND LISTENING (5.SL)**

Students will learn to collaborate, express, and listen to ideas; integrate and evaluate information from various sources; use media and visual displays as well as language and grammar strategically to help achieve communicative purposes; and adapt to context and task.

- **Standard 5.SL.1:** Participate effectively in a range of conversations and collaborations using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims from multiple perspectives and determine if additional information is needed.
  - b. Participate in conversations by asking questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.

#### **CONCEPTS AND SKILLS TO MASTER**

- Participate in conversations by taking turns on topics, texts, and issues.
- Respond when asked a question about a claim or comment.
- Determine if additional information is needed.
- Use classroom expectations during discussion (example: Look, lean, listen, lower voice, respond).
- Use previously taught academic vocabulary during classroom and partner conversations.
- Retell, paraphrase, or report about other participants' comments.
- Add additional information to other's comments and state new information that has been added by others.
- Agree and disagree with other's comments respectfully.
- Qualify or justify response with reasons and elaboration.
- Connect other's ideas together for claims and explanations.

- Use academic sentence stems or frames when asking or responding to others (e.g., I appreciate your comment .., I would like to add..., I agree/disagree because...).

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims.
  - b. Participate in conversations by asking questions, acknowledging new information, connecting responses with reasoning and elaboration, and keeping the discussion on topic.

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.SL.2:** Investigate information presented in various formats and mediums in order to make informed decisions and differentiate between fact and fiction.
- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
- **Standard 5.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)
- **Standard 5.W.4:** Conduct short research projects to craft an argument or answer a question.
  - a. Gather, summarize, and paraphrase information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

**RELATED STANDARDS: Future Grade Level**

- **Standard 6.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
  - a. Respectfully acknowledge comments, claims, and evidence from multiple perspectives and identify contradictions when applicable.

- b. Participate in conversations by posing questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.

### ACADEMIC LANGUAGE

Agree, disagree, retell, paraphrase, acknowledge, comments, respectful, expectations, perspectives, claims, explanations, elaboration, justify, and qualify

### ASSESSMENT EXEMPLARS

- Use a simple one-point rubric for conversations to assess if they took turns, used academic language, used sentence frames; looked, leaned, listened appropriately, asked questions, and justified responses with relevant reasons.
- Use anecdotal notes taken by the teacher.

## 5.SL.2

### Strand: SPEAKING AND LISTENING (5.SL)

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 5.SL.2:** Investigate information presented in various formats and mediums in order to make informed decisions and differentiate between fact and fiction.

### CONCEPTS AND SKILLS TO MASTER

- Analyze a prompt, topic, or argument.
- Read or listen to text to gather information.
- Paraphrase relevant information.
- Summarize information to make informed decisions.
- Differentiate between fact and fiction.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 4.SL.2:** Clearly summarize information presented in various formats and mediums and explain how the information pertains to the topic.

### RELATED STANDARDS: Current Grade Level

- **Standard 5.SL.1:** Participate effectively in a range of conversations and

collaborations, using age-appropriate vocabulary on topics, texts, and issues.

- a. Respectfully acknowledge and respond to comments and claims from multiple perspectives and determine if additional information is needed.
- b. Participate in conversations by asking questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.

■ **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.

■ **Standard 5.W.4:** Conduct short research projects to craft an argument or answer a question.

- a. Gather, summarize, and paraphrase information and provide a list of relevant sources.
- b. Elaborate to demonstrate understanding of the topic under investigation.
- c. Interact and collaborate with others throughout the writing process.

#### **RELATED STANDARDS: Future Grade Level**

■ **Standard 6.SL.2:** Interpret credible information presented in various formats and mediums to make informed decisions.

#### **ACADEMIC LANGUAGE**

Analyze, prompt, topic, argument, paraphrase, relevant, summarize, information, decision, differentiate, fact, and fiction

#### **ASSESSMENT EXEMPLARS**

- Use a simple one-point rubric for conversations to assess if they paraphrased information, identified what is fact and what is fiction, and made an informed decision based on information presented.
- Use anecdotal notes taken by the teacher.



**5.SL.3****Strand: SPEAKING AND LISTENING (5.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present claims and findings, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas or themes.

**CONCEPTS AND SKILLS TO MASTER**

- Use a strong and loud enough voice for others to hear.
- Use clear pronunciation.
- Use appropriate vocabulary.
- Speak in complete sentences.
- Present claims and findings in a logical order.
- Use relevant descriptions, facts, and details.
- Identify main ideas.
- Identify themes.
- Elaborate on main ideas and/or themes.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Include visual displays and/or mediums, when appropriate, to convey information, elaborate, and enhance engagement of presentations.

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.SL.1:** Participate effectively in a range of conversations and collaborations using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to comments and claims from multiple perspectives and determine if additional information is needed.

- b. Participate in conversations by asking questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.

- **Standard 5.SL.2:** Investigate information presented in various formats and mediums in order to make informed decisions and differentiate between fact and fiction.
- **Standard 5.R.11:** Explain how a narrator's or speaker's point of view influences how events are described. (RL)  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
- **Standard 5.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 6.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
  - a. Use visual displays of data, including digital media, to convey information and engage the audience.

#### **ACADEMIC LANGUAGE**

Strong, loud, voice, enunciate, appropriate, vocabulary, complete, sentences, present, claims, findings, logical, relevant, description, fact, detail, identify, main idea, theme, and elaborate

#### **ASSESSMENT EXEMPLARS**

- Use a simple one-point rubric for conversations. The rubric could include: others understand, others can hear, on topic, claims and findings are presented in logical order, academic vocabulary is used, complete sentences, relevant facts, elaborates on main idea or theme, uses own words.
- Present an argument, report, or topic for an audience (digital, live).
- Use anecdotal notes taken by the teacher.

## READING

### 5.R.1-2

#### Strand: READING (5.R)

- **Standard 5.R.1:** Mastered in preschool.
- **Standard 5.R.2:** Mastered in grade 3.

### 5.R.3

#### Strand: READING (5.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Read and spell all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.

#### CONCEPTS AND SKILLS TO MASTER

- Use common spelling patterns for sound correspondence.
- Know and use common spelling rules for encoding and decoding (Floss rule, doubling rule, dropped e, y to i, /k/ rule(s), /ch/rule, /j/ rule etc.).
- Use six-syllable types (CVC, CVe, Vr, CVVC, Cle, CV) for reading and spelling in multisyllable words.
- Use common prefixes to support reading and spelling.
- Use common suffixes and inflected endings to support reading and spelling.
- Identify words or word patterns that do not follow standard English rules due to word origin (e.g., valet, bazaar, garage, etc. ) to support reading and spelling.
- identify the unaccented syllable(s) in a multisyllable word and know that the vowel will flex causing an empty syllable or schwa.
- Know that a schwa sound can be spelled with any of the vowels.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.3:** Demonstrate mastery of age-appropriate phonic skills.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present claims and findings, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas or themes.
- **Standard 5.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 5.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word or phrase.
  - b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.
- **Standard 5.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words, phrases, and clauses to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 5.W.2:** Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 5.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details,

- well-structured event sequences, and provide a resolution.
- c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**RELATED STANDARDS: Future Grade Level**

- **Standard 6.R.3:** Mastered in grade 5.

**ACADEMIC LANGUAGE**

Common, spelling, patterns, correspondence, encoding, decoding, six-syllable types, multisyllable, prefixes, suffixes, inflected endings, schwa, unaccented, flex, vowel, and consonant

**ASSESSMENT EXEMPLARS**

- CORE phonics survey or similar diagnostic (LETRS, SIPPS placement, 95% PSI)
- Word pattern spelling assessments
- Writing samples evaluated for spelling of taught word patterns
- Reading fluency assessment (rate, prosody, and comprehension)
- Decodable passages with previously taught spelling patterns
- Grade-level reading text sets read with fluency
- Student's ability to read fluently within the appropriate Lexile band
- Fluent spelling within a writing assignment

**5.R.4**

**Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade-level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Fluency including prosody, accuracy, automaticity (rate)
- Concepts of print (e.g., headings, subheadings, chapter, stanza, glossaries, table of contents, etc.)

- Phonemic awareness to support grade-level phonics (i.e., understanding that one sound can be spelled multiple ways)
- Grade-level phonics
- Vocabulary and background knowledge

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 4.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 5.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Read and spell all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 5.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning within a text. (RL & RI)
- **Standard 5.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word or phrase.
  - b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.

### RELATED STANDARDS: Future Grade Level

- **Standard 6.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

### ACADEMIC LANGUAGE

Fluency, prosody, accuracy, automaticity, rate, phonics, vocabulary, background knowledge, and expression

### ASSESSMENT EXEMPLARS

- Use a rubric to assess a student's ability to read grade-level text with expression and volume, phrasing, smoothness, and appropriate pacing.
- Monitor a student's ability to read grade-level passages with accuracy and appropriate rate through progress monitoring.

- Progress monitor a student's comprehension and understanding of vocabulary after they read a grade-level passage.

## **5.R.5**

### **Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.5:** Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

### **CONCEPTS AND SKILLS TO MASTER**

- Cite the paragraph, line, illustration, graphic or page when answering questions, explaining, supporting arguments, or summarizing a text.
- Answer questions in a complete sentence or thought that refer explicitly to the text.
- Acknowledge new information when answering and formulating questions.
- Infer by connecting ideas from authors and citing how they are connected in the text.
- Use text evidence to draw inferences.
- Elaborate on explanations, arguments, and inferences based on text evidence.
- Draw conclusions.

### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.5:** Refer to details and evidence in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

### **RELATED STANDARDS: Current Grade Level**

- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present claims and findings, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas or themes.

- **Standard 5.R.6:** Determine the theme or main idea of a text including those from diverse cultures and how it is conveyed through particular details and summarize the text. (RL & RI)
- **Standard 5.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)
- **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)
- **Standard 5.W.4:** Conduct short research projects to craft an argument or answer a question.
  - a. Gather, summarize, and paraphrase information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 6.R.5:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL & RI)

#### **ACADEMIC LANGUAGE**

Citation, question, argument, explanation, elaboration, inference, and text evidence

#### **ASSESSMENT EXEMPLARS**

- Answering questions about a text
- Identifying text evidence used to make an inference
- Text annotations and notes
- Graphic organizers with text evidence
- Rubrics or checklists used during class/group discussions evaluating the citations used during discussions



**5.R.6****Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.6:** Determine the theme or main idea of a text including those from diverse cultures and how it is conveyed through particular details and summarize the text. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Explain the theme of a text. (RL)
- Identify and explain details that support the theme. (RL)
- Identify the main idea. (RI)
- Explain key details to the main idea of a text. (RI)
- Understand specific context/content vocabulary in both informational and literary text including text that represents U.S. and world cultures.
- Summarize a text using text structure (e.g., chronology, cause/effect, comparison, description, definition, argument, opinion, etc.)

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.6:** Read a variety of text types, including those from diverse cultures to determine a theme or main idea and explain how it is supported by key details; summarize texts using textual evidence. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present claims and findings, sequencing ideas logically, and use relevant descriptions, facts, and details to elaborate on main ideas or themes.
- **Standard 5.R.5:** Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

- **Standard 5.R.7:** Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)  
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. (RI)
- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)  
Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 6.R.6:** When reading texts, including those from diverse cultures, determine the theme, how characters respond to conflict or how the speaker reflects upon a topic, and summarize the text. (RL)  
When reading texts, including those from diverse cultures, determine the main idea of a text, explain how they are supported by key details and summarize the text. (RI)

**ACADEMIC LANGUAGE**

Text structure (cause/effect, description, problem/solution, chronology, compare/contrast), informational text, literary text, theme, main idea, key detail, culture, summarize, and explain

**ASSESSMENT EXEMPLARS**

- Written response to a prompt about a theme (RL) or main idea and details (RI)
- Oral response/discussion describing the theme and the supporting details (RL) or how details support a main idea (RI)
- Summary of text or portions of a text
- Written response to summarize a text or portion of a text to answer a question

**5.R.7****Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with

scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.7:** Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)  
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. (RI)

### CONCEPTS AND SKILLS TO MASTER

- Identify and describe characters, settings, events, or ideas and concepts.
- Explain how characters, settings, events or ideas and concepts change.
- Compare two characters, settings, or events based on details in the text.
- Identify relationships or interactions between individuals, events, ideas, or concepts.
- Explain how individuals, events, ideas, or concepts change based on relationships or interactions.
- Form explanations of actions and events or concepts.
- Describe relationships or interactions between individuals or events using cause and effect or comparison.
- Explain steps in a sequence, and describe why events took place.
- Read historical, scientific and technical text and compare specific textual information.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 4.R.7:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL)  
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 5.R.5:** Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)
- **Standard 5.R.6:** Determine the theme or main idea of a text including those from diverse cultures and how it is conveyed through particular details and summarize the text. (RL & RI)

- **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

#### RELATED STANDARDS: Future Grade Level

- **Standard 6.R.7:** Compare two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)  
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI)

#### ACADEMIC LANGUAGE

Identify, describe, compare/contrast, cause/effect, explain, characters, settings, events, ideas, concepts, change, actions, relationship, interaction, sequence, steps, historical, scientific, summarize, and textual information

#### ASSESSMENT EXEMPLARS

- Compare (orally or on a graphic organizer, or written response) two characters, settings, or events.
- Compare (orally or on a graphic organizer, or written response) relationships of ideas or concepts.
- Explain (orally or written) how two or more individuals, events, concepts, or ideas are related.

### 5.R.8

#### Strand: READING (5.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning within a text. (RL & RI)

#### CONCEPTS AND SKILLS TO MASTER

- Use morphemes to define the meaning of words.
- Identify figurative language.

- Use similes and metaphors when determining the meaning of figurative language.
- Explain figurative language and what the author means by the figurative word or phrase.
- Identify unknown words and/or phrases.
- Identify content-specific words in an informational text.
- Use context within a text to confirm meanings of words and/or phrases.
- Analyze and explain the effect of the words and phrases on the meaning of the text.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 4.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words within a text. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 5.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word or phrase.
  - b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.

### RELATED STANDARDS: Future Grade Level

- **Standard 6.R.8:** Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings within a text. (RL & RI)

### ACADEMIC LANGUAGE

Morphemes, define, figurative language, simile, metaphor, phrase, identify, explain, context, and analyze

### ASSESSMENT EXEMPLARS

- Use academic and content specific words when discussing or writing about the effects of the words or phrases on the meaning of the text.
- Use a piece of paper folded into fourths to define, explain, illustrate words, phrases, and/or figurative in each square.

- Use similes, metaphors, and figurative language when discussing or writing about a text.
- Use content words from a text and sort words into categories (headings, subheadings).
- Create a concept map for words, phrases, or figurative language.

**5.R.9****Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word or phrase.
  - b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine the precise meaning of key words and phrases.

**CONCEPTS AND SKILLS TO MASTER**

- Identify unknown words and/or phrases.
- Use synonyms and antonyms when clarifying the meaning of a word.
- Identify multiple meaning words and/or phrases.
- Identify context clues in sentences or paragraphs where the author aids the reader in knowing the meaning of the word.
- Use Greek and Latin morphemes (i.e., affixes and roots) to define the meaning of words.
- Build new words using Greek and Latin roots and affixes.
- Use a glossary or dictionary (e.g., digital, AI, or text) including referencing pronunciation.
- Identify the specific meaning based on reference materials, including digital references.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use context as a clue to the meaning of a word.
  - b. Use common Greek and Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.R.8:** Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning within a text. (RL & RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 6.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Consistently use context as a clue to the meaning of a word or phrase.
  - b. Consistently use Greek or Latin affixes and roots as clues to the meaning of a word.
  - c. Consult reference materials to find the pronunciation of a word or determine its precise meaning or its part of speech.

**ACADEMIC LANGUAGE**

Synonyms, antonym, clarify, meaning, phrase, context, clue, Greek, Latin, paragraph, affix, define, glossary, dictionary, reference, and morpheme

**ASSESSMENT EXEMPLARS**

- Build a word and/or phrase web with targeted words or phrases and identify synonyms and antonyms.
- Identify, find, and define words and/or phrases with multiple meanings.
- Begin with a word and determine synonyms and antonyms. Place the words to the degree of the meaning (Shades of Meaning).

Example: white  $\longleftrightarrow$  Black

(white, ivory, gray, black, ebony) or (tiny, small, big, giant, colossal)

- Build a word web—place the root in the middle and derivations with affixes, compounds, and multisyllable words built around it.

Example:

struct: construct, construction, constructed, instruct, instruction, instructure, structure, etc.

## **5.R.10**

### **Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)  
Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

### **CONCEPTS AND SKILLS TO MASTER**

- Identify text types including but not limited to: description, analysis, compare/contrast, cause/effect, explanation, description, sequence, definition, chronological, argument, poetry, how to, short story, chapter, scene, stanza, problem/solution, etc.
- Explain how the text type helps comprehension and efficient reading.
- Analyze portions of the text and how the structure aids the reader in understanding the text.
- Discuss (i.e., oral, written, or digital) the text structure and how the author uses the structure for making definitions, opinions, descriptions, arguments, etc. apparent to the reader.
- Compare two or more texts and their structures.
- Use routines and expectations in discussion to talk about a text and build on collaborative conversations.

### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.10:** Analyze and discuss the parts of literary text using terms such as chapter, scene, and stanza. (RL)



Describe the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 5.R.5:** Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)
- **Standard 5.R.6:** Determine the theme or main idea of a text including those from diverse cultures and how it is conveyed through particular details and summarize the text. (RL & RI)
- **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 6.R.10:** Analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, main idea, settings, or plot. (RL)  
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the main idea. (RI)

#### **ACADEMIC LANGUAGE**

Identify, text types, description, analysis, compare/contrast, cause/effect, explanation, definition, sequence, chronological, argument, poetry, how to, short story, chapter, scene, stanza, problem/solution, analyze, structure, search tools, and reference tools

#### **ASSESSMENT EXEMPLARS**

- Make an infographic, T-chart, Venn diagram, etc. (digital or paper/pencil) using two or more text-types. Compare the features and how the features help with efficient reading and comprehending text. (RI)
- Prepare a written analysis of a portion of a text explaining how the author uses portions of the text to support comprehension. (RL)
- Use a graphic organizer to gather information from a text, including details from text features. (RI)
- Organize paragraphs and or text features into a blind sort of headings (provide a cut up of a portion of the text). (RI)

- Within a stanza or scene, determine the meaning or message the author is expressing. (RL)

**5.R.11****Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.11:** Explain how a narrator's or speaker's point of view influences how events are described. (RL)  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

**CONCEPTS AND SKILLS TO MASTER**

- Define point of view.
- Describe events in a text.
- Identify first-person point of view, narrator, and/or third-person.
- Explain how the point of view influences the events in a text.
- Identify various sources about the same event or topic.
- Define and identify primary and secondary sources.
- Compare and analyze the point of view in multiple sources about the same topic or event.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.11:** Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)  
Compare a primary and secondary source on the same event or topic. (RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.R.12:** Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)

Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

■ **Standard 5.R.13:** Not applicable to RL.

Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)

**RELATED STANDARDS: Future Grade Level**

■ **Standard 6.R.11:** Explain how an author's perspective develops the point of view of the narrator or speaker in multiple texts. (RL)

Analyze how the author distinguishes a perspective and/or position from that of others. (RI)

**ACADEMIC LANGUAGE**

Point of view, first-person, narrator, third-person, event, topic, sources, primary source, secondary source, compare, and analyze

**ASSESSMENT EXEMPLARS**

- Written or oral response: Some events in the story include \_\_\_\_\_. The story is told from the \_\_\_\_\_ point of view. I know this because \_\_\_\_\_.
- After researching \_\_\_\_\_ using multiple sources, list some similarities and differences between the different points of view from the sources read.
- Rewrite a story or event from another character or historical figure's point of view.

**5.R.12**

**Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

■ **Standard 5.R.12:** Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)

Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

**CONCEPTS AND SKILLS TO MASTER**

- Identify text type including graphic novel, multimedia presentation of fiction, folktale, myth, poem, etc.
- Identify text features including illustrations, photographs, dialogue, diagrams, graphs, tables, infographics, etc.
- Identify multimedia elements including videos, animation, audio, music, infographics, etc.
- Explain the meaning of a text.
- Explain the tone of a text.
- Explain the beauty of a text.
- Analyze how the visual and multimedia elements contribute to the meaning, tone, and/or beauty of the text.
- Locate an answer to a question using multiple, reliable, and relevant sources.
- Solve a problem using multiple, reliable, and relevant sources.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.12:** Compare a visual or oral presentation of a story or drama with the text itself and identify where each version reflects specific descriptions and directions in the text. (RL)  
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)
- **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 6.R.12:** Compare how different mediums, including print and digital media, contribute to the understanding of a text. (RL & RI)

**ACADEMIC LANGUAGE**

Text types, text features, graphic novel, multimedia, presentation, fiction, folktale,

myth, poem, video, animation, audio, infographics, explain, tone, beauty, analyze, visual, question, multiple, reliable, relevant, source, and problem

### ASSESSMENT EXEMPLARS

- After reading an assigned text, write about the importance of the text features and how they contributed to the meaning, tone, and beauty of a text.
- Dramatize a story or poem with different readers.
- Make a quantitative graphic of some information presented in a text.
- Compare visuals, oral presentations, directions and descriptions in stories and dramas.

## 5.R.13

### Strand: READING (5.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)

### CONCEPTS AND SKILLS TO MASTER

- Identify the claim(s) in a text.
- Identify the reasons that support the claim(s).
- Identify the evidence that support the claim(s).
- Connect the claim(s) with reasons and evidence found in the text.
- Explain how the reasons and evidence support the claim(s).
- Explain by inferring why an author chose specific reasons and evidence to support a particular claim, and why this choice is logical or makes sense.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 4.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text. (RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.R.7:** Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)  
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. (RI)
- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)  
Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 6.R.13:** Not applicable to RL.  
Evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI)

**ACADEMIC LANGUAGE**

Claim, evidence, relevant, support, and inferring

**ASSESSMENT EXEMPLARS**

- After reading an assigned text, create a Tri-Chart with a claim in column A, the evidence to support the claim in column B and in column C include an explanation of how/why they are connected.
- Using index cards (digital or paper), create a memory game with claims from the previously read text on one card and the matching evidence on another card. Explain to your partner why the two go together and how the author uses reasons and evidence in the text.
- Using a copy (digital or paper) of the text, highlight a claim(s) with the supporting reason and/or evidence in the same colors. Explain how an author uses reasons and evidence to support particular claims in the text.

**5.R.14****Strand: READING (5.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with

scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

### CONCEPTS AND SKILLS TO MASTER

- Identify the genre of a text.
- Identify the theme, plot, setting, and characters of a text.
- Compare the theme of two or more stories in the same genre.
- Compare the topic of two or more stories.
- Explain how two or more stories approach similar themes or topics.
- Identify important points from several texts on the same topic.
- Identify key details of a text.
- Compare two or more important points from several texts.
- Use information from several texts to write about a topic.
- Integrate information from two or more authors into one written response to a prompt.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 4.R.14:** Compare the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL)  
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 5.W.4:** Conduct short research projects to craft an argument or answer a question.
  - a. Gather, summarize, and paraphrase information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.
- **Standard 5.R.7:** Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)

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. (RI)

- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)

Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

- **Standard 5.R.11:** Explain how a narrator's or speaker's point of view influences how events are described. (RL)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 6.R.14:** Compare texts across different mediums or genres in terms of their approaches to similar themes and topics. (RL)

Compare one author's presentation of events with that of another. (RI)

#### **ACADEMIC LANGUAGE**

Genre, theme, plot, setting, character, compare, explain, topic, key details, integrate, author, and prompt

#### **ASSESSMENT EXEMPLARS**

- Read two or more texts with similar themes or topics. Compare the elements for similarities and differences. How is one text similar to the other? How are they different? What patterns, characters, themes or plots are the same? (example: Lon Po Po and Little Red Riding Hood)
- After reading information from several texts about a topic, organize the information and integrate the important points and/or details into a written report or response to a prompt. Be sure to paraphrase and use relevant reasons, details, and facts.



## WRITING

### 5.W.1

#### Strand: WRITING (5.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 5.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words, phrases, and clauses to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - a. Introduce a topic, state a claim supported by evidence, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - b. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style to develop the argument.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

#### CONCEPTS AND SKILLS TO MASTER

- Introduce a topic.
- State a clear claim.
- Support a point of view with evidence.
- Support the claim with relevant evidence.
- Use linking words and phrases to connect the claim with supporting evidence to build text cohesion.
- Provide a concluding section.
- Relate points, introduction, and conclusion to the claim.
- Provide an organized structure for the argument.
- Expand, combine, and reduce sentences.
- Use simple, compound, and complex sentences.
- Use appropriate conventions including capitalization, beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives, and correct spelling.
- Utilize a checklist/rubric.
- Use appropriate word choice for the topic.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 4.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words and phrases to connect the claim to the evidence, and provide a concluding section related to the claim presented.
  - a. Introduce a topic, state a claim that is supported by evidence, produce complex sentences, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  - b. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 4.W.5:** Fluently write in cursive and manuscript.

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.W.2:** Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features, including multimedia when useful, to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  - c. Use precise language and content-specific vocabulary to inform about or explain the topic.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present claims and findings, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas or themes.

- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)  
Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
- **Standard 5.R.11:** Explain how a narrator’s or speaker’s point of view influences how events are described. (RL)  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
- **Standard 5.R.13:** Not applicable to RL.  
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 6.W.1:** Write arguments to support claims with clear reasons and relevant evidence, and provide a concluding section related to the argument presented.
  - a. Introduce claims supported by evidence from credible sources, and create an organizational structure in which claims are logically grouped to support the writer’s purpose.
  - b. Use words, phrases, and clauses to clarify the relationships among claims and evidence.
  - c. Use appropriate conventions and style for the audience, purpose, and task.

#### **ACADEMIC LANGUAGE**

Introduction, topic, claim, point of view, evidence, linking words, phrases, clauses, expand, combine, reduce, compound sentences, complex sentences, text cohesion, conclusion, related, organization, revision, conventions, commas, descriptions, nouns, verbs, adjectives, and connections

#### **ASSESSMENT EXEMPLARS**

After reading or researching information about \_\_\_\_\_, write an argument in which you state your claim and support your point of view with evidence. Be sure your response follows an organizational structure that introduces the topic, uses linking words, phrases, and clauses and provides a concluding section.

- Scoring could include a rubric with the following elements:

- ▶ introductory statement of the topic
- ▶ Organizational structure
- ▶ Stated claim connected to textual evidence
- ▶ Supported point of view using evidence from the text
- ▶ Simple, compound, and complex sentences
- ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
- ▶ Appropriate word choice for the topic
- ▶ Linking words, phrases, and clauses
- ▶ Concluding section

**5.W.2****Strand: WRITING (5.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 5.W.2:** Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.
- a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features, including multimedia when useful, to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  - c. Use precise language and content-specific vocabulary to inform about or explain the topic.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**CONCEPTS AND SKILLS TO MASTER**

- Introduce an introductory section about a clear topic.
- Include relevant facts, definitions, details, examples, and quotations to develop the topic.
- Group related information.
- Use headings and/or other text features including multimedia as appropriate.
- Make decisions based on relevance.
- Use linking words, phrases, and clauses to show the relationship between

ideas, paragraphs, and/or sections of information for text cohesion. and text cohesion.

- Compose a concluding section.
- Provide an organized structure for the topic including grouping related information.
- Use appropriate word choice for the topic.
- Use simple, compound, and complex sentences.
- Use appropriate conventions including capitalization, beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives and correct spelling.
- Utilize a checklist/rubric.

### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  - c. Use precise language and content-specific vocabulary to inform about or explain the topic.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 4.W.5:** Fluently write in cursive and manuscript.
- **Standard 4.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.

### **RELATED STANDARDS: Current Grade Level**

- **Standard 5.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using

linking words, phrases, and clauses to connect the claim to the evidence, and provide a concluding section related to the claim presented.

- a. Introduce a topic, state a claim supported by evidence, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style to develop the argument.
- c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 5.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, well-structured event sequences, and provide a resolution.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.
  - e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)  
Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

- **Standard 5.R.12:** Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)  
Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

- **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 6.W.2:** Write informative/explanatory texts to examine a topic that conveys ideas and information clearly and provide a concluding section that supports the information or explanation presented.
- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and content-specific vocabulary to inform about or explain the topic.
  - e. Use appropriate conventions and style for the audience, purpose, and task.

**ACADEMIC LANGUAGE**

Introduction, topic, facts, definitions, details, descriptions, paraphrase, information, related information, headings, text features, multimedia, relevance, quotations, examples, linking words, phrases, clauses, compound/complex sentence, text cohesion, paragraph, conclusion, organization, punctuation, comma, noun, verb, adjective, adverb, and rubric

**ASSESSMENT EXEMPLARS**

After reading or researching information about \_\_\_\_\_, write an explanation using multimedia with facts, definitions and details, using relevant evidence from the text. Be sure your response follows an organizational structure that introduces the topic, uses linking words, phrases, and clauses to relate information and provides a concluding section.

- Scoring could include a rubric with the following elements:
- ▶ Introduction of the topic
  - ▶ Organizational structure
  - ▶ Connected textual evidence
  - ▶ Relevant facts, details, examples, quotations, and descriptions
  - ▶ Simple, compound, and complex sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
  - ▶ Linking words, phrases, and clauses
  - ▶ Relationship between ideas, paragraphs, and/or sections
  - ▶ Concluding section

**5.W.3****Strand: WRITING (5.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 5.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, well-structured event sequences, and provide a resolution.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.
  - e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

**CONCEPTS AND SKILLS TO MASTER**

- Establish a situation.
- Provide an introduction.
- Build and describe characters and setting.
- Describe details and experiences using sensory words.
- Describe experiences using dialogue.
- Pace the narrative.
- Organize the plot structure.
- Build and develop event sequences.
- Use descriptions, adjectives, adverbs.
- Use transitional words, phrases, and clauses.
- Compose a conclusion.
- Provide graphics or illustrations as appropriate.
- Use simple, compound and complex sentences.
- Use appropriate conventions including capitalization, beginning and ending punctuation, commas, and quotations for dialogue.



- Use specific or descriptive words such as nouns, verbs, adjectives.
- Use correct spelling.
- Utilize a checklist/rubric.

### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.
- **Standard 4.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.
  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.
  - e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 4.W.5:** Fluently write in cursive and manuscript.

### **RELATED STANDARDS: Current Grade Level**

- **Standard 5.W.2:** Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.
  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features, including multimedia when useful, to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.

- c. Use precise language and content-specific vocabulary to inform about or explain the topic.
- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present claims and findings, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas or themes.

- **Standard 5.R.7:** Compare two characters, settings, or events in a story or drama, drawing on specific details in the text. (RL)  
 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. (RI)

- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)  
 Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

- **Standard 5.R.11:** Explain how a narrator’s or speaker’s point of view influences how events are described. (RL)  
 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

- **Standard 5.R.12:** Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)  
 Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 6.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and provide a resolution.
  - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, description,

and pacing, to develop experiences, events, and/or characters.

- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words, phrases and complex sentences, relevant descriptive details, and sensory language to convey experiences and events.
- e. Use appropriate conventions and style for the audience, purpose, and task.

### **ACADEMIC LANGUAGE**

Narrative, situation, characters, descriptions, details, sensory words, plot, structure, sequence, events, adjectives, adverbs, linking words, complex/compound sentences, transition words, clause, phrase, dialogue, cohesion, conclusion, organized, relevant, illustration, comma, quotation, and rubric

### **ASSESSMENT EXEMPLARS**

- Real experience: After reading about \_\_\_\_\_, tell about a time when you experienced a similar situation. Be sure to introduce the setting and character(s), tell the events in order, use dialogue where necessary, check to make sure your pacing holds your readers' attention, include descriptive details, and provide a conclusion.
- Imagined experience: After reading about \_\_\_\_\_, tell about an imaginary experience where you are the character. How will you respond to a similar experience? Develop an introduction describing the setting and character(s). Be sure to use dialogue where needed. Use a logical and structured sequence to pace your story to hold the readers' attention, include descriptive details, and bring the story to a conclusion.
- Scoring could include a rubric with the following elements:
  - ▶ Introduction
  - ▶ Organizational structure (beginning, middle, end)
  - ▶ Descriptions, details
  - ▶ Character, setting, dialogue
  - ▶ Simple, compound, and complex sentences
  - ▶ Appropriate conventions including commas, quotations, spelling, text cohesion, sentence structure, and phrasing
  - ▶ Linking words, phrases, and clauses
  - ▶ Conclusion

**5.W.4****Strand: WRITING (5.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 5.W.4:** Conduct short research projects to craft an argument or answer a question.
  - a. Gather, summarize, and paraphrase information and provide a list of relevant sources.
  - b. Elaborate to demonstrate understanding of the topic under investigation.
  - c. Interact and collaborate with others throughout the writing process.

**CONCEPTS AND SKILLS TO MASTER**

- Analyze a prompt, topic, or argument.
- Use graphic organizers.
- Use provided relevant sources or acquire relevant sources.
- Read a text to gather evidence and information.
- Take notes on relevant information.
- Summarize relevant information.
- Paraphrase and elaborate on a topic.
- State claim, if crafting an argument.
- Support a claim with relevant evidence, if crafting an argument.
- Group related information into categories.
- Collaborate with peers to organize, revise, and edit.
- Build draft(s).
- Revise independently.
- Edit independently.
- Use explanations, descriptions, and words to provide understanding of the topic/prompt.
- Utilize a checklist/rubric.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.W.4:** Conduct short research projects to build knowledge through investigation of different aspects of a topic.
  - a. Recall, gather, and organize information and provide a list of relevant sources.

- b. Elaborate to demonstrate understanding of the topic under investigation.
- c. Interact and collaborate with others throughout the writing process.

|                                               |
|-----------------------------------------------|
| <b>RELATED STANDARDS: Current Grade Level</b> |
|-----------------------------------------------|

- **Standard 5.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words, phrases, and clauses to connect the claim to the evidence, and provide a concluding section related to the claim presented.

  - a. Introduce a topic, state a claim supported by evidence, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - b. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style to develop the argument.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 5.W.2:** Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.

  - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures, produce complex sentences, and text features, including multimedia when useful, to support the writer's purpose.
  - b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
  - c. Use precise language and content-specific vocabulary to inform about or explain the topic.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 5.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, well-structured event sequences, and provide a resolution.

  - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.
- e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

■ **Standard 5.W.5:** Fluently write in cursive and manuscript.

- **Standard 5.SL.1:** Participate effectively in a range of conversations and collaborations using age-appropriate vocabulary, on topics, texts, and issues.
- a. Respectfully acknowledge and respond to comments and claims from multiple perspectives and determine if additional information is needed.
  - b. Participate in conversations by asking questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.

■ **Standard 5.SL.2:** Investigate information presented in various formats and mediums in order to make informed decisions and differentiate between fact and fiction.

■ **Standard 5.R.5:** Identify and refer to evidence from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL & RI)

■ **Standard 5.R.6:** Determine the theme or main idea of a text including those from diverse cultures and how it is conveyed through particular details and summarize the text. (RL & RI)

■ **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a literary text. (RL)  
Compare the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

■ **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 6.W.4:** Conduct short research projects to craft an argument or answer a question.
  - a. Gather, synthesize, and use information from credible sources on the topic.
  - b. Generate ideas to demonstrate understanding of the topic under investigation.
  - c. Avoid plagiarism by quoting or paraphrasing and provide basic bibliographic information for sources.
  - d. Interact and collaborate with others throughout the writing process.

**ACADEMIC LANGUAGE**

Analyze, prompt, topic, argument, graphic organizers, relevant, sources, evidence, information, notes, summarize, paraphrase, elaborate, claim, categories, collaborate, peers, organize, revise, edit, draft, explain, inform, describe, and rubric

**ASSESSMENT EXEMPLARS**

- Research a topic to answer the following question: \_\_\_\_\_. Use sources to produce, publish, and present a product. Be sure to collaborate with your partner/peers, utilize a graphic organizer for taking notes, and organize information to answer the question. Build drafts, illustrations or graphics, and revise with peers. Analyze your work with the teacher-provided rubric.
- Research a topic to craft an argument: \_\_\_\_\_. Use sources to produce, publish, and present a product. Be sure to collaborate with your partner/peers, utilize a graphic organizer for taking notes, and organize relevant information to support your claim. Build drafts, illustrations or graphics, and revise with peers. Analyze your work with the teacher provided rubric.
- Scoring could include a rubric with the following elements:
  - ▶ Introduction statement, section of the topic, or argument
  - ▶ Organizational structure
  - ▶ Connected textual evidence
  - ▶ Connected textual evidence to support claim, if crafting an argument
  - ▶ Facts, details, and descriptions
  - ▶ Peer collaboration
  - ▶ Revision checklist
  - ▶ Quotations (where appropriate)
  - ▶ Simple, compound, and complex sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing

- ▶ Linking words and phrases
- ▶ Concluding section

**5.W.5****Strand: WRITING (5.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 5.W.5:** Fluently write in cursive and manuscript.

**CONCEPTS AND SKILLS TO MASTER**

- Fluent Strokes
- Consistent Pencil grip and paper placement
- Fluent spacing/letter connectedness
- Accurate letter formation
- Fluent writing (rate for producing thought)

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 4.W.5:** Fluently write in cursive and manuscript.

**RELATED STANDARDS: Current Grade Level**

- **Standard 5.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Read and spell all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in context and out of context.

**RELATED STANDARDS: Future Grade Level**

N/A: Mastery of the standard by the end of fifth grade

**ACADEMIC LANGUAGE**

Cursive, strokes, spacing, letter formation, paper placement, and fluency

**ASSESSMENT EXEMPLARS****Exemplar 1:**

- Write a paragraph in cursive.
- Rate the legibility of the cursive letter formations on a rubric.
- Sample rubric could include:
  - ▶ Strokes



- ▶ Spacing/letter connectedness
- ▶ Letter formation
- ▶ Legibility

**Exemplar 2:**

- Write a paragraph in manuscript.
- Rate the legibility of the manuscript letter formations on a rubric.
- Sample rubric could include:
  - ▶ Spacing
  - ▶ Letter formation
  - ▶ Legibility
- After doing a quick-write on a topic, students will rate the writing for letter formations, legibility, and fluency.

## GRAMMAR AND CONVENTIONS PROGRESSION CHART

The following table provides a suggested list of grammar and conventions for teachers to use when implementing the P-12 Utah English Language Arts Standards, specifically writing standards one through three and speaking and listening standard three. Teaching grammar and conventions is a component of overall language instruction. Therefore, this instruction needs to be embedded within contexts where students are authentically producing and consuming language (i.e., reading, writing, and speaking and listening) rather than taught as isolated skills.

ADA compliant [Language and Convention Skills Table](#)

### Language and Convention Skills

| GRADE                                                                                     | P3 | P4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7-8 | 9-10 | 11-12 |
|-------------------------------------------------------------------------------------------|----|----|---|---|---|---|---|---|---|-----|------|-------|
| Capitalize the first word in a sentence and the pronoun I.                                |    |    |   |   |   |   |   |   |   |     |      |       |
| Use common nouns, verbs, and prepositions.                                                |    |    |   |   |   |   |   |   |   |     |      |       |
| Distinguish between common and proper nouns and capitalize appropriately.                 |    |    |   |   |   |   |   |   |   |     |      |       |
| Use singular and plural nouns with matching verbs.                                        |    |    |   |   |   |   |   |   |   |     |      |       |
| Use personal, possessive, and indefinite pronouns.                                        |    |    |   |   |   |   |   |   |   |     |      |       |
| Use reflexive pronouns.                                                                   |    |    |   |   |   |   |   |   |   |     |      |       |
| Recognize and correct inappropriate shifts in pronoun number and person.                  |    |    |   |   |   |   |   |   |   |     |      |       |
| Recognize and correct vague pronouns (i.e., those with unclear or ambiguous antecedents). |    |    |   |   |   |   |   |   |   |     |      |       |
| Use verbs to convey a sense of past, present, and future.                                 |    |    |   |   |   |   |   |   |   |     |      |       |
| Form and use the past tense of frequently occurring irregular verbs.                      |    |    |   |   |   |   |   |   |   |     |      |       |
| Follow subject-verb and pronoun-antecedent agreement.                                     |    |    |   |   |   |   |   |   |   |     |      |       |
| Recognize and correct inappropriate shifts in verb tense.                                 |    |    |   |   |   |   |   |   |   |     |      |       |

| GRADE                                                                                                               | P3 | P4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7-8 | 9-10 | 11-12 |
|---------------------------------------------------------------------------------------------------------------------|----|----|---|---|---|---|---|---|---|-----|------|-------|
| Use common adjectives, conjunctions, and determiners.                                                               |    |    |   |   |   |   |   |   |   |     |      |       |
| Use adjectives and adverbs, and choose between them depending on what is to be modified.                            |    |    |   |   |   |   |   |   |   |     |      |       |
| Use end punctuation for sentences.                                                                                  |    |    |   |   |   |   |   |   |   |     |      |       |
| Use an apostrophe to form contractions and frequently occurring possessives.                                        |    |    |   |   |   |   |   |   |   |     |      |       |
| Use punctuation to separate items in a series.                                                                      |    |    |   |   |   |   |   |   |   |     |      |       |
| Use punctuation (i.e., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.               |    |    |   |   |   |   |   |   |   |     |      |       |
| Select words and phrases for effect.                                                                                |    |    |   |   |   |   |   |   |   |     |      |       |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.                         |    |    |   |   |   |   |   |   |   |     |      |       |
| Correctly use frequently confused words and homophones (e.g., to/too/two; there/their).                             |    |    |   |   |   |   |   |   |   |     |      |       |
| Use hyphens correctly.                                                                                              |    |    |   |   |   |   |   |   |   |     |      |       |
| Choose words and phrases to convey ideas precisely and clearly.                                                     |    |    |   |   |   |   |   |   |   |     |      |       |
| Use correct punctuation for effect (i.e. dashes, semi-colons, etc.)                                                 |    |    |   |   |   |   |   |   |   |     |      |       |
| Vary sentence patterns for meaning, reader/listener interest, and style.                                            |    |    |   |   |   |   |   |   |   |     |      |       |
| Maintain consistency in style and tone.                                                                             |    |    |   |   |   |   |   |   |   |     |      |       |
| Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.           |    |    |   |   |   |   |   |   |   |     |      |       |
| Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |    |    |   |   |   |   |   |   |   |     |      |       |
| Recognize and correct inappropriate shifts in active/passive voice and mood.                                        |    |    |   |   |   |   |   |   |   |     |      |       |
| Use parallel structure.                                                                                             |    |    |   |   |   |   |   |   |   |     |      |       |



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