

Grade Five Standards for English Language Arts

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.5.4	Comprehend, build, and extend vocabulary using context clues and structural analysis. [1.4]
	1.5.5	Apply knowledge of content-specific vocabulary in text to build comprehension; read silently and/or aloud fluently. [1.5]
Reading Strategies	2.5.1	Select before-reading strategies appropriate to text and purpose: set purpose for reading and determine text type. [2.1]
	2.5.2	Select during-reading strategies appropriate to text and purpose: use self-correcting strategies and adjust reading rate. [2.2]
	2.5.3	Select after-reading strategies appropriate to text and purpose: evaluate the effectiveness of reading strategies. [2.3]
Literary Text	3.5.1	Explain setting, sequence of events, conflict, climax, resolution, and turning point; describe internal and external conflict; describe main plot and subplots; describe how one event may cause another event; make inferences and draw conclusions about setting and plot based on evidence. [3.1]
	3.5.2	Describe physical and personality traits of characters; describe the motivation for a character’s actions; make inferences and draw conclusions about a character(s) based on evidence. [3.2]
	3.5.3	Describe a theme based on evidence; explain a lesson learned based on events and/or a character’s actions. [3.3]
	3.5.4	Describe an example of first-person point of view; identify third-person limited point of view; identify third-person omniscient point of view. [3.4]
	3.5.5	Explain the use of imagery and figurative language (simile, metaphor, and personification); use sound devices. [3.5]
	3.5.6	Identify words and phrases that reveal tone; explain how words and phrases create mood; identify examples of irony. [3.6]
	3.5.7	Explain the influence of historical events, cultures, and time periods. [3.7]
	3.5.8	Make and revise predictions based on evidence. [3.8]
Expository Text	4.5.1	Identify and explain the use of text features to comprehend and interpret information for specific purposes. [4.1]
	4.5.2	Explain analogies and figurative language (simile, metaphor, and personification); identify words and phrases that reveal an author’s tone; identify language used for persuasion and propaganda. [4.2]
	4.5.3	Describe a main idea and a theme based on evidence; describe the importance of sequential and/or chronological order; explain a cause and its effect on events and/or relationships; explain a problem and its solution; trace the development of an author’s argument, viewpoint, or perspective. [4.3]
	4.5.4	Explain the influence of culture and time periods; compare text from the same historical period on a single topic. [4.4]
	4.5.5	Use information to answer specific questions; make connection to self, other text, and/or the world. [4.5]
	4.5.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; distinguish between fact and opinion. [4.6]
Effective Writing	5.5.1	Use prewriting strategies and explore a topic to plan written work; choose and narrow a topic to organize ideas. [5.1]
	5.5.2	Draft multiple-paragraph papers about a single topic that address audience and purpose with an introduction, supporting details, transitions, and a conclusion. [5.2]
	5.5.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, word choice, and sentence fluency. [5.3]
	5.5.4	Edit for correct use of mechanics: internal and external punctuation (end punctuation, initials, abbreviations, cities and states, dates, items in series, letter salutations/closings, colons, quotation marks, and apostrophes), capitalization, and spelling (high frequency words and content words). [5.4]
	5.5.5	Edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases. [5.5]
	5.5.6	Edit for use of complete sentences; edit to combine sentences; edit sentences for elimination of fragments and run-ons. [5.6]
	5.5.7	Prepare a legible final draft to display or share. [5.7]
Types of Writing	6.5.1	Write expository essays and compositions with a beginning, middle, and end; a thesis statement; appropriate topic sentences; supporting details; transitions; and a concluding statement. [6.1]
	6.5.2	Write multiple-paragraph, narrative/descriptive papers appropriate to audience and purpose with a logical sequence, characters, setting, plot, dialogue, figurative language, and sensory details. [6.2]
	6.5.4	Write responses to literary text that demonstrate an understanding of character development, motivation, and plot; summarize literary information. [6.4]
	6.5.5	Write responses to expository text. [6.5]
	6.5.6	Write persuasive essays and compositions with a thesis statement and relevant supporting evidence. [6.6]
	6.5.7	Write a variety of communications in appropriate formats: personal and professional communications. [6.7]
	6.5.9	Write research papers by choosing and narrowing a research topic and locating and collecting information from primary and secondary sources. [6.9]
	6.5.A1	Summarize expository information. [6.5]
Listening	7.5.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.5.2	Listen to and evaluate oral communications for content, delivery, point of view, and ideas. [7.2]
	7.5.5	Listen to, provide, and evaluate constructive feedback; solve problems by identifying, synthesizing, and evaluating data. [7.5]
Speaking	8.5.3	Use public speaking techniques to deliver presentations; communicate information by maintaining a clear focus, following a logical sequence, and illustrating information. [8.3]