Maine Learning Results
Language Arts
Grade: **5** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

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CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

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STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.

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EXPECTATION	L.1.5.e.	Use correlative conjunctions (e.g., either/or, neither/nor).

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STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.2:	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION	L.2.5.a.	Use punctuation to separate items in a series.

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EXPECTATION	L.2.5.d.	Use underlining, quotation marks, or italics to indicate titles of works.

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EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.

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STRAND / DOMAIN	**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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GRADE EXPECTATION	L.4.5.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

| EXPECTATION | L.6.5. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.5.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**

GRADE EXPECTATION	SL.1.5.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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| GRADE EXPECTATION | SL.1.5.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |

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GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.

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STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION   R.12.5.a.   Read with sufficient accuracy and fluency to support comprehension.

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EXPECTATION   R.12.5.b.   Read various on-level texts with purpose and understanding.

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EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION   W.2.5.a.   With guidance and support from peers and adults, develop and strengthen writing as needed by planning,
                             composing, revising, editing, rewriting, reflecting, and/or trying a new approach.

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