

5th Grade

Reading Language Arts

Power Standard: From a prompt, arrange thoughts and ideas in graphic representations followed by the use of the 5 step writing process to create a narrative story using basic transitional words.		
RLA.O.5.2.01	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3 – 5 paragraph composition.	DOK 3
	<ul style="list-style-type: none"> Use the five step writing process to plan topics for a 3-5 paragraph composition 	Level 2
	<ul style="list-style-type: none"> Use the five step writing process to generate topics for a 3-5 paragraph composition 	Level 2
	<ul style="list-style-type: none"> Use the five step writing process to develop topics for a 3-5 paragraph composition 	Level 2
RLA.O.5.2.02	arrange thoughts and ideas in graphic representations to plan and write a product.	DOK 2
	<ul style="list-style-type: none"> arrange thoughts and ideas in graphic representations to plan a product 	Level 1
	<ul style="list-style-type: none"> arrange thoughts and ideas in graphic representations to write a product 	Level 2
RLA.O.5.2.03	from a prompt, use the writing process to develop a 3-5 paragraph composition with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph that incorporates specific, relevant details.	DOK 3
	<ul style="list-style-type: none"> From a prompt develop an introductory paragraph 	Level 2
	<ul style="list-style-type: none"> From a prompt develop supporting detail paragraphs 	Level 2
	<ul style="list-style-type: none"> From a prompt a concluding paragraph that incorporates specific relevant details 	Level 2
RLA.O.5.2.04	use the five-step writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).	DOK 3
	<ul style="list-style-type: none"> use the five-step writing process to write for a specific purpose 	Level 2
	<ul style="list-style-type: none"> use the five-step writing process to write for an intended audience 	Level 2
RLA.O.5.2.08	use basic transitional words to signal organization of a composition.	DOK 2 Level 2
Power Standard: Use root words, prefixes, suffixes, and denotation to understand words and generate new words during journal writing.		
RLA.O.5.1.01	use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.	
	<ul style="list-style-type: none"> Use root words to understand words 	Level 1

	<ul style="list-style-type: none"> • Use prefixes to understand words 	Level 1
	<ul style="list-style-type: none"> • Use suffixes to understand words 	Level 1
	<ul style="list-style-type: none"> • Use prefixes to change word meanings 	Level 2
	<ul style="list-style-type: none"> • Use suffixes to change word meanings 	Level 2
	<ul style="list-style-type: none"> • Use prefixes to generate new words 	Level 2
	<ul style="list-style-type: none"> • Use suffixes to generate new words 	Level 2
RLA.O.5.1.03	use denotation to understand meaning.	DOK 2 Level 2
Power Standard: Use a variety of strategies to increase grade appropriate vocabulary while writing and editing different types of sentences.		
RLA.O.5.1.02	use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade-appropriate vocabulary.	DOK 2 Level 2
RLA.O.5.2.05	write and edit the mechanics and grammar of a variety of sentence types: simple compound declarative exclamatory imperative interrogative	DOK 2
	<ul style="list-style-type: none"> • Write Simple sentences 	Level 2
	<ul style="list-style-type: none"> • Write Compound sentences 	Level 2
	<ul style="list-style-type: none"> • Write Declarative sentences 	Level 2
	<ul style="list-style-type: none"> • Write Exclamatory sentences 	Level 2
	<ul style="list-style-type: none"> • Write Imperative sentences 	Level 2
	<ul style="list-style-type: none"> • Write Interrogative sentences 	Level 2
	<ul style="list-style-type: none"> • Edit mechanics of Simple sentences 	Level 1
	<ul style="list-style-type: none"> • Edit mechanics of Compound sentences 	Level 1
	<ul style="list-style-type: none"> • Edit mechanics of Declarative sentences 	Level 1
	<ul style="list-style-type: none"> • Edit mechanics of Exclamatory sentences 	Level 1
	<ul style="list-style-type: none"> • Edit mechanics of Imperative sentences 	Level 1

	<ul style="list-style-type: none"> Edit mechanics of Interrogative sentences 	Level 1
	<ul style="list-style-type: none"> Edit grammar of Simple sentences 	Level 1
	<ul style="list-style-type: none"> Edit grammar of Compound sentences 	Level 1
	<ul style="list-style-type: none"> Edit grammar of Declarative sentences 	Level 1
	<ul style="list-style-type: none"> Edit grammar of Exclamatory sentences 	Level 1
	<ul style="list-style-type: none"> Edit grammar of Imperative sentences 	Level 1
	<ul style="list-style-type: none"> Edit grammar of Interrogative sentences 	Level 1
Power Standard: Use pre-reading strategies to analyze text to increase the amount of independent reading and comprehension while working and Book-It programs.		
RLA.O.5.1.07	Interrogative sentences	DOK 1
	<ul style="list-style-type: none"> Use previewing strategies to analyze text for the type of text to determine comprehension strategies 	Level 2/3
	<ul style="list-style-type: none"> Use activating prior knowledge to analyze text for the type of text to determine comprehension strategies 	Level 2/3
	<ul style="list-style-type: none"> Use questioning to analyze text for the type of text to determine comprehension strategies 	Level 2/3
	<ul style="list-style-type: none"> Use skimming to analyze text for the type of text to determine comprehension strategies 	Level 2/3
	<ul style="list-style-type: none"> Use scanning to analyze text for the type of text to determine comprehension strategies 	Level 2/3
RLA.O.5.1.15	increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.	DOK 1
	<ul style="list-style-type: none"> Increase the amount of independent reading to comprehend literary text 	Level 3
	<ul style="list-style-type: none"> Increase the amount of independent reading to analyze literary text 	Level 3
	<ul style="list-style-type: none"> Increase the amount of independent reading to evaluate literary text 	Level 3
	<ul style="list-style-type: none"> Increase the amount of independent reading to analyze informational text 	Level 3
	<ul style="list-style-type: none"> Increase the amount of independent reading to evaluate informational text 	Level 3
	<ul style="list-style-type: none"> Increase the amount of independent reading to comprehend informational text 	Level 3
Power Standard: Identify literary techniques to determine the elements of literature and to differentiate and apply comprehension, strategies while reading stories from text.		
RLA.O.5.1.08	differentiate and apply comprehension strategies in literary and informational texts to	DOK 2

	draw conclusions predict use context clues summarize judge text critically	
	• apply comprehension strategies in informational texts	Level 2
	• differentiate comprehension strategies in informational texts	Level 2
	• apply comprehension strategies in literary texts	Level 2
	• differentiate comprehension strategies in literary texts	Level 2
RLA.O.5.1.09	determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's/reader's purpose.	DOK 2
	• Determine the elements of literature	Level 1
	• Use the elements of literature to construct meaning	Level 2
	• Use the elements of literature to recognize author's purpose	Level 2
	• Use the elements of literature to recognize reader's purpose	Level 2
RLA.O.5.1.11	identify literary techniques used to interpret literature (e.g., compare/contrast or cause/effect).	DOK 2 Level 2
Power Standards: While reading various types of poetry and labeling figurative language respond to a prompt to compare and contrast text connections to self and world cultures in literary and informational texts.		
RLA.O.5.1.04	label the figurative language in text.	DOK 1 Level
RLA.O.5.1.10	compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.	DOK 3
	• Compare to text connections to self	Level 2
	• Compare text connections to other texts	Level 2
	• Compare text connections to world cultures in literary texts	Level 2
	• Compare text connections to world cultures in informational texts	Level 2
	• Contrast to text connections to self	Level 3
	• Contrast text connections to other texts	Level 3
	• Contrast text connections to world cultures in literary texts	Level 3
	• Contrast text connections to world cultures in informational texts	Level 3

RLA.O.5.1.12	read and understand various types of poetry.	DOK 2
	<ul style="list-style-type: none"> • Read various types of poetry 	Level 2
	<ul style="list-style-type: none"> • Understand various types of poetry 	Level 3
RLA.O.5.2.7	draft analogies, illustrations, examples, or anecdotes to respond to an oral, visual, or written prompt.	DOK 3
	<ul style="list-style-type: none"> • Draft analogies to respond to an oral, visual, or written prompt 	Level 2
	<ul style="list-style-type: none"> • Create illustrations to respond to an oral, visual, or written prompt 	Level 2
	<ul style="list-style-type: none"> • Give examples to respond to an oral, visual, or written prompt 	Level 2
	<ul style="list-style-type: none"> • Give anecdotes to respond to an oral, visual, or written prompt 	Level 2
Power Standard: Select defining characteristics, construct background knowledge and develop reading skills to determine main ideas and locate supporting details in text selections.		
RLA.O.5.1.05	select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: myth fantasies biographies autobiographies science fiction tall tales supernatural tales historical fiction	DOK 2
	<ul style="list-style-type: none"> • Define characteristics to understand by WV authors 	Level 1
	<ul style="list-style-type: none"> • Define characteristics to understand by National authors 	Level 1
	<ul style="list-style-type: none"> • Define characteristics to understand by international authors 	Level 1
	<ul style="list-style-type: none"> • Construct background knowledge to understand by WV authors 	Level 3
	<ul style="list-style-type: none"> • Construct background knowledge to understand by National authors 	Level 3
	<ul style="list-style-type: none"> • Construct background knowledge to understand by International authors 	Level 3
	<ul style="list-style-type: none"> • Develop reading skills to understand by WV authors 	Level 2
	<ul style="list-style-type: none"> • Develop reading skills to understand by National authors 	Level 2
	<ul style="list-style-type: none"> • Develop reading skills to understand by International authors 	Level 2
RLA.O.5.1.06	determine main ideas and locate supporting details in literary passages and informational	DOK 2

	texts.	
	<ul style="list-style-type: none"> determine main ideas in literary passages 	Level 2
	<ul style="list-style-type: none"> Locate supporting details in literary passages 	Level 2
	<ul style="list-style-type: none"> Determine main ideas informational texts 	Level 2
	<ul style="list-style-type: none"> Locate supporting details in informational texts 	Level 2
Power Standard: Using the reading text students will identify the parts of a book and graphic aids including their purposes and how to locate information.		
RLA.O.5.1.13	identify the parts of a book, know their purposes and locate information (e.g., table of contents, index, glossary).	DOK 1
	<ul style="list-style-type: none"> identify the parts of a book 	Level 1
	<ul style="list-style-type: none"> know their purposes 	Level 1
	<ul style="list-style-type: none"> locate information 	Level 1
RLA.O.5.1.14	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).	DOK 2
	<ul style="list-style-type: none"> Classify graphic aids 	Level 1
	<ul style="list-style-type: none"> Interpret graphic aids 	Level 2
Power Standard: After reviewing various means of oral communication (readers theater, personal narratives, dramatizations) choose one to compare and contrast personal experiences.		
RLA.O.5.3.01	exhibit effective oral communication skills (e.g., rate, audience, etiquette, standard English) through the presentation of readers theater choral reading personal narratives recitations (poetry, historical documents) dramatizations	DOK 2
RLA.O.5.3.02	compare and contrast personal experiences to oral/visual information.	DOK 3
	<ul style="list-style-type: none"> Compare personal experiences to oral information 	Level 2
	<ul style="list-style-type: none"> Contrast personal experiences to visual information 	Level 2
	<ul style="list-style-type: none"> Compare personal experiences to oral information 	Level 2
	<ul style="list-style-type: none"> Contrast personal experiences to visual information 	Level 2
Power Standard: Respond to a speaker to exhibit comprehension by developing a multi-media product that responds to		

others ideas and demonstrates purpose and audience.		
RLA.O.5.3.04	create an age-appropriate media product that demonstrates format, purpose, and audience.	DOK 4
	<ul style="list-style-type: none"> • create an age-appropriate media product that demonstrates format 	Level 4
	<ul style="list-style-type: none"> • create an age-appropriate media product that demonstrates purpose 	Level 4
	<ul style="list-style-type: none"> • create an age-appropriate media product that demonstrates audience. 	Level 4
RLA.O.5.3.03	listen and respond to different literary forms and speakers (e.g. summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).	DOK 3
	<ul style="list-style-type: none"> • Listen to different literacy forms 	Level 1
	<ul style="list-style-type: none"> • Respond to different literacy forms 	Level 2
	<ul style="list-style-type: none"> • Listen to different speakers 	Level 1
	<ul style="list-style-type: none"> • Respond to different speakers 	Level 2
RLA.O.5.2.6	Select and use a variety of resource materials to plan and deliver a short research project, citing references.	DOK 3
	<ul style="list-style-type: none"> • Select a variety of resource materials to plan a short research project 	Level 3
	<ul style="list-style-type: none"> • Use a variety of resource materials to plan a short research project 	Level 2
	<ul style="list-style-type: none"> • Deliver a short research project 	Level 4
	<ul style="list-style-type: none"> • Cite reference for a short research project 	Level 1