

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 5**

Grade 5 Grade Level Content Expectation (GLCE)	Grade 5 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
<b>WORD STUDY</b>		
<b>R.WS.05.01</b> Explain when to use and apply word structure, sentence structure, and prediction (semantics) to aid in decoding words and understanding meaning of words encountered in context.	<b>R.WS.05.EG01</b> In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.	Classroom/LEA/ISD and State
<b>R.WS.05.02</b> Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	<b>R.WS.05.EG02</b> Use syntactic and semantic cues —reading context, picture clues —prefixes <i>re-</i> , <i>un-</i> —suffixes <i>-s</i> , <i>-ed</i> , <i>-ing</i> to determine the meaning of words in grade level appropriate texts	Classroom/LEA/ISD
<b>R.WS.05.03</b> Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	<b>R.WS.05.EG03</b> <b>Recognize automatically grades K-2 frequently encountered words in connected text and in isolation.</b>	<b>Classroom/LEA/ISD and State</b>
<b>R.WS.05.04</b> Know the meanings of words encountered frequently in grade level reading and oral language contexts.	<b>R.WS.05.EG04</b> Know the meaning of words encountered frequently in grades K-2 reading and oral language contexts.	Classroom/LEA/ISD and State
<b>R.WS.05.05</b> Acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., analyze derivatives, define meanings of affixes, word origins).	<b>R.WS.05.EG05</b> Use strategies to identify unknown words and construct meaning —reread a sentence or paragraph when meaning is unclear —use context as a basis for predicting meaning of unfamiliar words —increase bank of known sight words —use subvocalization to sound out unknown words.	Classroom/LEA/ISD and State
<b>R.WS.05.06</b> Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	<b>R.WS.05.EG06</b> Independently read aloud unfamiliar text in grade level appropriate text.	Classroom/LEA/ISD
<b>R.WS.05.07</b> Determine the meaning of words and phrases in context (e.g., symbols, idioms, recently-coined words) using strategies and resources (e.g., analogies, content glossaries, electronic resources).	<b>R.WS.05.EG07</b> <b>Determine the meaning of words and phrases (objects, actions, concepts, and English language arts vocabulary) in context using strategies and resources.</b>	<b>Classroom/LEA/ISD and State</b>

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<b>NARRATIVE TEXT</b>		
<b>R.NT.05.01</b> Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary literature recognized for quality and literary merit.	<b>R.NT.05.EG01</b> Become familiar with and respond thoughtfully to quality and culturally diverse literature.	Classroom/LEA/ISD and State
<b>R.NT.05.02</b> Analyze elements and style of narrative genres (e.g., historical fiction, tall tales, science fiction, fantasy, mystery).	<b>R.NT.05.EG02</b> Begin to identify and describe a variety of genre including —poetry —fantasy —legends —drama.	Classroom/LEA/ISD and State
<b>R.NT.05.03</b> Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved, and the climax of a plot.	<b>R.NT.05.EG03</b> Identify story elements, such as —characters' actions and motivations —setting (time and place) —problem/solution —sequence of events - theme/lesson.	Classroom/LEA/ISD and State
<b>R.NT.05.04</b> Explain how authors use literary devices (e.g., exaggeration, metaphor) to develop characters, themes, plot, and functions of heroes, villains, and narrator across a variety of texts.	<b>R.NT.05.EG04</b> Identify authors' purposes, and explain how authors/illustrators use literary devices —illustrations to depict major story events —title —comparisons (metaphor/simile) to reveal characters' thoughts and actions.	Classroom/LEA/ISD and State

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<b>INFORMATIONAL TEXT</b>		
R.IT.05.01 Analyze elements and style of informational genres (e.g., advertising, experiments, editorials, atlases).	R.IT.05.EG01 Identify and describe a variety of informational/functional genre including —simple how-to books —personal correspondence —science and social studies magazines.	Classroom/LEA/ISD and State
R.IT.05.02 Identify and describe informational text patterns (e.g., theory and evidence, compare/contrast, position/support, problem/solution).	R.IT.05.EG02 Identify informational text patterns —sequential —descriptive —enumerative.	Classroom/LEA/ISD and State
R.IT.05.03 Explain how authors use time lines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas.	R.IT.05.EG03 Identify authors' purposes and how authors/illustrators use text features to enhance the understanding of key and supporting ideas —boldface type —graphs —maps —diagrams —charts.	Classroom/LEA/ISD and State

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<b>COMPREHENSION</b>		
<b>R.CM.05.01</b> Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	<b>R.CM.05.EG01</b> Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions.	Classroom/LEA/ISD and State
<b>R.CM.05.02</b> Retell and summarize grade level appropriate narrative and informational text.	<b>R.CM.05.EG02</b> Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD and State
<b>R.CM.05.03</b> Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, (e.g., draw conclusions, make inferences, synthesize).	<b>R.CM.05.EG03</b> Begin to compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	Classroom/LEA/ISD and State
<b>R.CM.05.04</b> Apply significant knowledge from what is read in grade level science and social studies text.	<b>R.CM.05.EG04</b> Apply what has been read in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State

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<b>METCOGNITION</b>		
<b>R.MT.05.01</b> Independently self-monitor comprehension when reading or listening to text and automatically use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussion (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	<b>R.MT.05.EG01</b> Understand that reading is a process that involves the interaction between writer and reader and the context of the situation; self-monitor comprehension when reading grade level appropriate text, e.g., —predicting, —questioning, and —visualizing.	Classroom/LEA/ISD
<b>R.MT.05.02</b> Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning (e.g., use a variety of morphemic, structure, and context cues to decode unfamiliar words, select an appropriate text type from known genre for particular writing purposes, and use theory and evidence, cause and effect, and persuasive organizational patterns appropriately).	<b>R.MT.05.EG02</b> Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, e.g., —setting purpose for reading; —using a story map or web; and —using a simple editing checklist.	Classroom/LEA/ISD

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<b>CRITICAL STANDARDS</b>		
<b>R.CS.05.01</b> Develop, discuss, and apply individual and shared standards (e.g., student- and class-created rubrics) to assess or self-assess the qualities of personal or other written text to identify attainment of intended purpose, to interpret authors' viewpoints, and to determine effect on classroom or school-wide-audiences.	<b>R.CS.05.EG01</b> Recognize how to assess personal work and the work of others with teacher supervision, such as —using a class-created editing rubric and —identifying author's purpose.	Classroom/LEA/ISD
<b>READING ATTITUDE</b>		
<b>R.AT.05.01</b> Be enthusiastic about reading and learning how to read.	<b>R.AT.05.EG01</b> Be enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
<b>R.AT.05.02</b> Do substantial reading and writing on their own.	<b>R.AT.05.EG02</b> With assistance as needed, do some reading and writing during free time in school and at home.	Classroom/LEA/ISD

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<b>WRITING GENRES</b>		
<b>W.GN.05.01</b> Write a narrative piece (e.g., mystery, tall tale, historical fiction), using time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator; and depicting conflicts and resolutions.	<b>W.GN.05.EG01</b> Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters.	Classroom/LEA/ISD and State
<b>W.GN.05.02</b> Write poetry based on reading a wide variety of grade level appropriate published poetry.	<b>W.GN.05.EG02</b> With assistance as needed, attempt to write simple poems patterned after grade level appropriate published poetry.	Classroom/LEA/ISD
<b>W.GN.05.03</b> Write a position piece to demonstrate understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.	<b>W.GN.05.EG03</b> Write an informational piece that addresses a focus question (e.g., What are three things you do every morning?) using —descriptive —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
<b>W.GN.05.04</b> Use the writing process to produce and present a research project —including a teacher-approved topic, narrowed focus question, and hypothesis —using a variety of resources to gather and organize information, and organizing the relevant information according to central ideas and supporting details.	<b>W.GN.05.EG04</b> With assistance as needed, —gather resources (electronic and/or print) —organize information using key ideas —use the writing process to produce and present the final project	Classroom/LEA/ISD

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<b>WRITING PROCESS</b>		
<b>W.PR.05.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	<b>W.PR.05.EG01</b> Begin to consider audience and purpose for writing.	Classroom/LEA/ISD and State
<b>W.PR.05.02</b> Use a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, and Venn diagrams) in order to generate, sequence, and structure ideas (e.g. Role and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).	<b>W.PR.05.EG02</b> Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern —problem/solution —sequence —description —compare and contrast.	Classroom/LEA/ISD
<b>W.PR.05.03</b> Use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs.	<b>W.PR.05.EG03</b> Write four or five connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
<b>W.PR.05.04</b> Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., position/evidence, flow of ideas, and craft such as titles, leads, endings, and powerful verbs).	<b>W.PR.05.EG04</b> Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience, e.g., —rearranging sentences; —substituting synonyms; and —inserting transitional words.	Classroom/LEA/ISD
<b>W.PR.05.05</b> Independently and collaboratively edit and proofread writing using grade level checklists.	<b>W.PR.05.EG05</b> Attempt to proofread and edit their writing/picture using appropriate resources, including dictionaries and a class-developed checklist.	Classroom/LEA/ISD
<b>PERSONAL STYLE</b>		
<b>W.PS.05.01</b> Exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	<b>W.PS.05.EG01</b> Develop personal style in oral, written, and visual messages including —narrative - descriptive language, use of imagination, varying sentence beginnings —informational/functional - facts, effective conclusions.	Classroom/LEA/ISD and State

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<b>GRAMMAR AND USAGE</b>		
<b>W.GR.05.01</b> Identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours, and minutes and to introduce a list.	<b>W.GR.05.EG01</b> In the context of writing, begin to use complete sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.	Classroom/LEA/ISD and State
<b>SPELLING</b>		
<b>W.SP.05.01</b> Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	<b>W.SP.05.EG01</b> In the context of writing, spell frequently encountered words (two-syllable words, including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists).	Classroom/LEA/ISD and State
<b>HANDWRITING</b>		
<b>W.HW.05.01</b> Write neatly and legibly.	<b>W.HW.05.EG01</b> Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	Classroom/LEA/ISD
<b>WRITING ATTITUDE</b>		
<b>W.AT.05.01</b> Be enthusiastic about writing and learning to write.	<b>W.AT.05.EG01</b> Be enthusiastic about writing and learning to write.	Classroom/LEA/ISD

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<b>SPEAKING CONVENTIONS</b>		
<b>S.CN.05.01</b> Use irregular verbs correctly (e.g., lie/lay, sit/sat, rise/raise).	<b>S.CN.05.EG01</b> Begin to use common grammatical structures— subject/verb agreement, pronoun/noun agreement.	Classroom/LEA/ISD
<b>S.CN.05.02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., research, explanation, persuasion).	<b>S.CN.05.EG02</b> Explore and use language to communicate with a variety of audiences and for different purposes —questions and answers —discussions —social interactions.	Classroom/LEA/ISD
<b>S.CN.05.03</b> Use varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning when presenting spoken informational and narrative text.	<b>S.CN.05.EG03</b> Begin to adopt appropriate tone of voice and intonation patterns in spoken informational, narrative, and functional presentations.	Classroom/LEA/ISD
<b>S.CN.05.04</b> Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English).	<b>S.CN.05.EG04</b> Make presentations in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
<b>S.CN.05.05</b> Be aware that language differs from early American history to current day America as a function of linguistic and cultural group membership. (They can provide examples of language differences throughout the growth of the United States.)	<b>S.CN.05.EG05</b> Begin to become aware that language differs from school and home as a function of linguistic and cultural group membership (they can provide examples of language differences in the community).	Classroom/LEA/ISD

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<b>SPOKEN DISCOURSE</b>		
<b>S.DS.05.01</b> Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).	<b>S.DS.05.EG01</b> Engage in substantive conversation —remaining focused on subject matter —with interchanges building on prior responses —in the context of book discussions, peer conferencing, or other interactions.	Classroom/LEA/ISD
<b>S.DS.05.02</b> Discuss narratives (e.g., mystery, fantasy, historical fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax and anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.	<b>S.DS.05.EG02</b> Tell/retell stories (poetry, folk literature, drama) using —story grammar —elaborated information about characters —characters’ actions and motivations —setting (time and place) —plot —setting as related to plot.	Classroom/LEA/ISD and State
<b>S.DS.05.03</b> Respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.	<b>S.DS.05.EG03</b> Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Classroom/LEA/ISD
<b>S.DS.05.04</b> Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, and inform) that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.	<b>S.DS.05.EG04</b> With assistance as needed, plan and deliver presentations or reports —using an informational, organizational pattern (description, cause and effect, compare and contrast) —using appropriate text features (illustrations, pictures) —providing supportive facts and details to make their point —using appropriate props	Classroom/LEA/ISD

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<b>LISTENING AND VIEWING CONVENTIONS</b>		
N/A	<b>LCN.05.EG01</b> Restate and follow two-step directions, and begin to ask appropriate questions during a presentation or report.	Classroom/LEA/ISD and State
N/A	<b>LCN.05.EG02</b> Use effective listening and viewing behaviors in large and small group settings —eye contact —attentive —supportive.	Classroom/LEA/ISD
N/A	<b>LCN.05.EG03</b> Listen to the comments of a peer and respond on topic and add a connected idea.	Classroom/LEA/ISD
N/A	<b>LCN.05.EG04</b> Differentiate between sender, receiver, and message, such as —the meaning of the message may be conveyed and constructed for different purposes by the sender and receiver.	Classroom/LEA/ISD

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<b>RESPONSE</b>		
<b>L.RP.05.01</b> Listen to or view in a variety of genres and compare their responses to those of their peers.	<b>L.RP.05.EG01</b> Listen to or view and discuss a variety of genres.	Classroom/LEA/ISD and State
<b>L.RP.05.02</b> Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>L.RP.05.EG02</b> Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
<b>L.RP.05.03</b> Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding without major misconceptions.	<b>L.RP.05.EG03</b> Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	Classroom/LEA/ISD and State
<b>L.RP.05.04</b> Begin to combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).	<b>L.RP.05.EG04</b> Combine skills to reveal strengthening literacy.	Classroom/LEA/ISD
<b>L.RP.05.05</b> Go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.	<b>L.RP.05.EG05</b> Retell what a speaker said by repeating the main idea and connecting with personal experiences.	Classroom/LEA/ISD and State