



Essential Standards Extended Guide

English Language Arts Grade 5

Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize ELA standards into four groups:

- **Essential standards** are **explicitly taught, assessed more than once, and intervened upon** if students have not yet reached proficiency.
- **Supporting standards** are taught to support the learning of essential standards and may or may not be formally assessed.
- **Additional standards** deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.
- **Teacher Guidance standards** are core processes that should be used as guidance for teachers in the development and choice of instructional materials, unit design, and learning opportunities. An example of a learning opportunity would be infusing oral language into daily instruction, providing a rich oral language environment where students engage in meaningful and collaborative discussions, asking and answering questions, and making connections. These conversations help build foundational literacy skills by fostering vocabulary development, comprehension, and critical thinking, all of which support positive reading and writing outcomes.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

Given the skills-based nature of ELA, the standards can be grouped flexibly to meet student needs and support various instructional materials. To assist educators, the committees created a step-by-step process, outlined on page 7 of this document. This guide can help educators develop scope and sequence for their instructional time and district-specific courses and provide a starting point for building formative and summative assessments around the standards.

Teacher Guidance Standards

These standards provide direction for teachers in developing instructional materials, designing units, and creating learning opportunities

5.RC.V.2: Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

5.VD.AV.3: Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

5.RS.DR.2: Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support).

5.ODC.OC.1: Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.

Essential Standards

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5.FR.PH.3: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-level multisyllabic words (e.g., disallow, misinform, transaction) in context and out of context.

5.RC.TE.3: Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

5.RC.RF.4: Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.

5.RC.L.5a: Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.

5.RC.L.5b: Compare and contrast two or more characters, settings, or events in stories and

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plays, drawing on specific details in the texts.

5.RC.NF.6e: Integrate information from several texts on the same event or topic to demonstrate a coherent understanding of the information.

5.VD.WB.1a: Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.

5.VD.WB.1b: Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., biography, biology, biohazard).

5.VD.WB.2a: Recognize and explain the meaning of figurative language such as metaphors and similes, in context.

5.W.RW.2: Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas, and reasons that are logically grouped and provide a concluding section.

5.W.RW.3: Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

5.W.RW.4: Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.

5.ODC.OC.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.GC.GU.1a: Form and use irregular verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.

5.GC.GU.1e: Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

5.GC.GU.1f: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

5.GC.M.2b: Commas to separate an introductory element from the rest of the sentence (e.g., Yes, thank you, it's true, isn't it?).

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5.GC.M.3: Spell grade-level words correctly, including commonly confused words (e.g., its/it's, affect/effect).

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed

5.RC.TC.1: Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band.

5.RC.L.5: Use evidence from literature to demonstrate understanding of grade-level texts.

5.RC.L.5c: Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.

5.RC.L.5d: Explain how a narrator's or speaker's point of view influence how events are described in stories, plays, or poems.

5.RC.L.5e: Compare and contrast stories in the same genre on their approaches to similar themes.

5.RC.NF.6: Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

5.RC.NF.6a: Explain the central ideas of texts, including how they are developed using details; summarize texts.

5.RC.NF.6b: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts.

5.RC.NF.6c: Explain how series of chapters or sections fit together to provide the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).

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5.RC.NF.6d: Explain how authors use evidence and reasons to support specific claims in texts, identifying which reasons and evidence support which claims.

5.VD.WB.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

5.VD.WB.2: Determine how words and phrases provide meaning and nuance to grade-level texts.

5.VD.WB.2b: Distinguish shades of meaning among related words that describe different states or subtleties (e.g. sang, trilled, chirped, chorused).

5.W.RW.1: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

5.W.RW.5: Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.

5.W.RW.6: With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

5.W.HWK.7: Write in cursive legibly and fluently by hand with a consistent form and recognizable signature.

5.W.HWK.8: Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

5.RS.IP.1: Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and

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secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

5.ODC.OC.3: Summarize the major points a speaker makes and explain how each is supported by reasons and evidence.

5.ODC.OC.4: Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.

5.ODC.DC.6: Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

5.GC.GU.1: Demonstrate command of the conventions of English grammar and usage when writing or speaking.

5.GC.GU.1b: Recognize and correct inappropriate shifts in verb tense and number.

5.GC.GU.1c: Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

5.GC.GU.1d: Ensure subject-verb and pronoun-antecedent agreement.

5.GC.GU.1g: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

5.GC.M.2: Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

5.GC.M.2a: Commas before a coordinating conjunction.

5.GC.M.2c: Underlining, quotation marks, or italics to indicate titles of works.

Additional Standards

If time allows, these standards may be taught and/or assessed

5.VD.WB.1c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.

5.ODC.DC.5: Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs .com or .tv).

5.ODC.DC.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text presented digitally.

Unit Planning with Standards

The Idaho Content Standards for English Language Arts have been grouped into four standard categories to acknowledge that the abundance of standards must be broken down for use in a classroom with students. This document provides guidance for educators to begin developing unit plans around the categorized standards.

Pre-Planning: Read through all the Teacher Guidance standards. These standards are necessary for teachers to consider and remember while completing the steps below.

Step	Description
Step 1	Begin by choosing 3-4 essential standards that can be grouped into a cohesive unit. You should choose these essential standards from different strands (writing, reading comprehension, research, oral and digital communication, vocabulary development, and grammar and conventions). You also need to consider the text(s) you have available or might use with your students to teach, support, practice, and assess these standards.
Step 2	Choose supporting standards. After identifying your essential standards, you should choose 2-3 supporting standards to use and potentially assess alongside your essential standards. When choosing these supporting standards, consider which ones might lend themselves to the work your students will do with the essential standards and what skills might be necessary to complete assessments. Remember, these standards may or may not be formally assessed in your classroom as you work through the unit.
Step 3	Create or find summative assessments for each essential standard. For every essential standard, you need to have a goal in mind and then work backward to meet that goal. Daily lessons and practice, formative assessments, and interventions should work towards these summative assessments of your essential standards. At this point, you should have 3-4 summative assessments that directly assess each of your essential standards.
Step 4	At this point, you should have 3-4 essential standards identified, 2-3 supporting standards identified, and 3-4 summative assessments tied to essential standards with potential connections to your supporting standards. You should now work to create formative assessments for all essential standards while using the supporting standards to help guide students and their learning. Consider creating/finding formative assessments that will lead to or practice the same types of work as your summative assessment. What might your students need to try and receive feedback on from your essential standards before they reach their summative assessment?

Step	Description
Step 5	Identify which additional standards you will use when/if there is time or need in your unit. These should be standards that might extend or enhance the grouping of standards and assessments you have already identified. Consider what blends well with the type of assessment you have created/found and what might benefit your students from learning once they are proficient with your essential and supporting standards.

Sample Unit Outline 1

Essential Standards	Supporting Standards	Teacher Guidance/Additional Standards
<ul style="list-style-type: none"> • 5.RC.NF.6e • 5.VD.WB.1b • 5.W.RW.2 	<ul style="list-style-type: none"> • 5.RC.NF.6b • 5.W.RW.5 • ODC.DC.6 	<ul style="list-style-type: none"> • 5.RC.V.2 • 5.VD.AV.3 • 5.ODC.OC.1

Potential Assessment(s)
<ul style="list-style-type: none"> • 5.RC.NF.6e: Graphic organizer or concept map • 5.VD.WB.1b: Affixes meaning match • 5.W.RW.2: LEA or school-based writing rubric

Rationale
<p>The rationale for grouping these standards is to help students write an opinion piece using evidence from two nonfiction texts. The main goal is for students to form a clear opinion on a topic, backed up by facts from both sources. This task helps students build critical thinking skills as they gather, analyze, and organize information into a logical argument.</p> <p>By focusing on how to structure an opinion piece, students will learn to introduce a topic, state their opinion, and support it with well-organized reasons and evidence. They'll use facts from the nonfiction texts by quoting, paraphrasing, or summarizing key points. To make sense of more complex vocabulary in these texts, students will also practice using Greek and Latin affixes and roots to figure out word meanings.</p>

Rationale

Additionally, students will develop their research skills by finding relevant information from multiple digital sources to strengthen their argument.

This approach gives students a chance to grow as writers while also improving their ability to analyze and evaluate nonfiction. By combining these skills, students will be able to write a well-organized, evidence-based opinion piece that showcases their critical thinking and ability to communicate their ideas clearly.

For Questions Contact

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