**English *Standard of Learning* Instructional Log for Grade 5**

**2021-2022 School Year**

The skills and strategies introduced in the English Standards of Learning spiral from kindergarten to high school and many standards within the English Standards of Learning build in complexity within K-12 instruction. Teachers can use this instructional log to help determine which standards students have had sufficient exposure and experience with in the 2020-2021 academic year and to make decisions regarding when and how experience with new standards might occur moving forward.

| **Strand** | ***Standard of Learning*** | **Skills covered sufficiently during 2020-2021** | **Not yet sufficiently covered** | **Subsequent Grade/Course****Connections where skill scaffolding may be necessary** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **Communication & Multimodal Literacies****Reading** | **5.1 The student will use effective communication skills in a variety of settings.** |  |  | 6.1 |  |
| 5.1a Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. |  |  | 6.1a |  |
| 5.1b Participate in and contribute to discussions across content areas. |  |  | 6.1c |  |
| 5.1c Summarize information gathered in group activities. |  |  | 6.1e,f |  |
| 5.1d Orally express ideas clearly in pairs, diverse groups, and whole-class settings. |  |  | 6.1i |  |
| 5.1e Use evidence to support opinions and conclusions.  |  |  | 6.1c |  |
| 5.1f Summarize the main points a speaker makes, and connect comments to the remarks of others. |  |  | 6.1c,e |  |
| 5.1g Demonstrate the ability to collaborate with diverse teams while sharing responsibility for the work. |  |  | 6.1i |  |
| 5.1h Work respectfully with others and show value for individual contributions. |  |  | 6.1j |  |
| **5.2 The student will create multimodal presentations that effectively communicate ideas.**  |  |  | 6.2 |  |
| 5.2a Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal, and informal interactive presentations.  |  |  | 6.2a |  |
| 5.2b Maintain eye contact with listeners. |  |  | 6.2a |  |
| 5.2c Organize content sequentially around major ideas. |   |  | 6.2c |  |
| 5.2d Use language and style appropriate to the audience, topic, and purpose. |  |  | 6.2b |  |
| 5.2e Ask and answer questions to gather or clarify information presented orally. |  |  | 6.2d |  |
| **5.3 The student will learn how media messages are constructed and for what purposes.** |  |  | /6.3 |  |
| 5.3a Identify the purpose and audience of auditory, visual, and written media messages. |  |  | 6.3 |  |
| 5.3b Identify the characteristics and effectiveness of a variety of media messages. |  |  | 6.3b |  |
| 5.3c Compare and contrast techniques used in a variety of media messages. |  |  | 6.3a |  |
| **5.4 The student will expand vocabulary when reading.** |  |  | 6.4 |  |
| 5.4a Use context to clarify meaning of unfamiliar words and phrases. |  |  | 6.4c |  |
| 5.4b Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. |  |  | 6.4c |  |
| 5.4c Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. |  |  | 6.4b |  |
| 5.4d Identify an author’s use of figurative language.  |  |  | 6.4d |  |
| 5.4e Use word-reference materials. |  |  | 6.4e |  |
| 5.4f Develop and use general and specialized content-area vocabulary through speaking, listening, reading, and writing. |  |  | 6.4f |  |
| **5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.**  |  |  | 6.5 |  |
| 5.5a Summarize plot events using details from text. |  |  | 6.5a |  |
| 5.5b Discuss the impact of setting on plot development.  |  |  | 6.5b |  |
| 5.5c Describe character development. |  |  | 6.5c |  |
| 5.5d Identify theme(s). |  |  | 6.5a |  |
| 5.5e Explain the resolution of conflict(s). |  |  | 6.5a,c |  |
| 5.5f Identify genres.  |  |  | 6.5g |  |
| 5.5g Differentiate between first and third person point of view. |  |  | 6.5d |  |
| 5.5h Differentiate between free verse and rhymed poetry. |  |  | 6.5 |  |
| 5.5i Explain how an author’s choice of vocabulary contributes to the author’s style. |  |  | 6.5e,j |  |
| 5.5j Draw conclusions and make inferences with support from the text. |  |  | 6.5f |  |
| 5.5k Identify cause and effect relationships. |  |  | 6.5b |  |
| 5.5l Compare/contrast details in literary and informational nonfiction texts. |  |  | 6.5i |  |
| 5.5m Use reading strategies throughout the reading process to monitor comprehension. |  |  | 6.5k |  |
| **5.6 The student will read and demonstrate comprehension of nonfiction texts.** |  |  | 6.6 |  |
| 5.6a Use text features such as type, headings, and graphics, to predict and categorize information. |  |  | 6.6a |  |
| 5.6b Skim materials to develop a general overview of content and to locate specific information.  |  |  | 6.6a |  |
| 5.6c Identify the main idea. |  |  | 6.6b,d |  |
| 5.6d Summarize supporting details. |  |  | 6.6c,d |  |
| 5.6e Identify organizational pattern(s).  |  |  | 6.6f |  |
| 5.6f Identify transitional words and phrases that signal an author’s organizational pattern.  |  |  | 6.6g |  |
| 5.6g Locate information from the text to support opinions, inferences, and conclusions.  |  |  | 6.6e |  |
| 5.6h Identify cause and effect relationships.  |  |  | 6.6i |  |
| 5.6i Differentiate between fact and opinion.  |  |  | 6.6h |  |
| 5.6j Compare and contrast details and ideas within and between texts. |  |  | 6.6j |  |
| 5.6k Use reading strategies throughout the reading process to monitor comprehension. |  |  | 6.6k |  |
| **Writing** | **5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.** |  |  | 6.7 |  |
| 5.7a Engage in writing as a process. |  |  | 6.7a |  |
| 5.7b Select audience and purpose. |  |  | 6.7b |  |
| 5.7c Use a variety of prewriting strategies.  |  |  | 6.7c |  |
| 5.7d Introduce and develop a topic, incorporating evidence and supporting details. |  |  | 6.7f,g |  |
| 5.7e Organize information to convey a central idea.  |  |  | 6.7d,f |  |
| 5.7f Recognize different forms of writing have different patterns of organization, including story structure for narrative writing.  |  |  | 6.7d |  |
| 5.7g Write a clear topic sentence focusing on the main idea.  |  |  | 6.7f,g |  |
| 5.7h Clearly state a position, including supporting reasons and evidence to persuade the intended audience. |  |  | 6.7g |  |
| 5.7i Write multiparagraph compositions.  |  |  | 6.7h |  |
| 5.7j Use precise and descriptive vocabulary to create tone and voice.  |  |  | 6.7j |  |
| 5.7kVary sentence structure by using transition words and prepositional phrases. |  |  | 6.7i,k |  |
| 5.7l Revise writing for clarity of content, using specific vocabulary and information. |  |  | 6.7l |  |
| **5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.** |  |  | 6.8 |  |
| 5.8a Use plural possessives. |  |  | 6.8 |  |
| 5.8b Use adjective and adverb comparisons. |  |  | 6.8f |  |
| 5.8c Use interjections. |  |  | 6.8 |  |
| 5.8d Use prepositional phrases. |  |  | 6.8a |  |
| 5.8e Use quotation marks with dialogue. |  |  | 6.8e |  |
| 5.8f Use commas to indicate interrupters, items in a series, and to indicate direct address.  |  |  | 6.8 |  |
| 5.8g Use a hyphen to divide words at the end of a line. |  |  | 6.8 |  |
| 5.8h Edit for fragments and run-on sentences. |  |  |  |  |
| 5.8i Eliminate double negatives. |  |  | 6.8d |  |
| 5.8j Use correct spelling of commonly used words. |  |  | 6.8g |  |
| 5.8k Use coordinating conjunctions. |  |  | 6.8h |  |
| **Research** | **5.9 The student will find, evaluate, and select appropriate resources to create a research product.** |  |  | 6.9 |  |
| 5.9a Construct questions about a topic. |  |  | 6.9 |  |
| 5.9b Collect and organize information from multiple resources.  |  |  | 6.9b |  |
| 5.9c Evaluate the relevance, reliability, and credibility of information. |  |  | 6.9c |  |
| 5.9d Give credit to sources used in research. |  |  | 6.9d |  |
| 5.9e Avoid plagiarism and use own words. |  |  | 6.9e |  |
| 5.9f Demonstrate ethical use of the Internet. |  |  | 6.9f |  |