

Idaho Extended Standards Draft
Extended Content Indicators
Grade 5
Language Arts

Standard 1: Reading Process - Students apply skills to comprehend a variety of expository and literary text. Students use less common roots, word parts, and word origins derived from Greek and Latin to decode and analyze the meaning of complex words. Students explain words with multiple meanings as well as use figurative language. Students use a variety of spelling and syllabication rules, and context clues to aid in decoding and determining the meaning of unknown words in passages, across all content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Extended Standard 1: Students use skills to comprehend simple expository and literary text. Students use common roots, word parts, and to decode words. Students identify words with multiple meanings as well as the meaning of common figurative language. Students use a simple spelling rules, and context clues to aid in decoding and determining the meaning of words in text. Students read grade appropriate text for different purposes and audiences.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	5.L.A.1.1	Acquire Concepts About Print	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	5.L.A.1.2	Acquire Concepts About Text	5.LA.1.2.1 Identify the structural features of popular media.		5.LA.1.2.1 A Identify literary and informational/ functional texts, pictures, and/or media.
			5.LA.1.2.2 Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs. (716.01.i))		5.LA.1.2.2 A Identify parts of a book and/or text features to aid in comprehension, i.e. heading, captions, introductory paragraph.
			5.LA.1.2.3 Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding. (716.05.b; 716.05.c)		5.LA.1.2.3A Identify information using graphic features in text.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	5.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	5.LA.1.4	Acquire Decoding Skills Using Word Parts	5.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. (716.01.b)		5.LA.1.4.1 A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.
			5.LA.1.4.2 Read abbreviations appropriate to grade level.		5.LA.1.4.2 A Read simple abbreviations appropriate to grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	5.L.A.1.5	Acquire Decoding Skills Using Syllabication	5.LA.1.5.1 Apply spelling and syllabication rules that aide in decoding and word recognition.		5.LA.1.5.1 A Identify that letters put together with certain rules make words.

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Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.1.6	Acquire Decoding Skills Using Context	5.LA.1.6.1 Use context clues to aid in decoding of new words.		5.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.

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Topic	Gr	Goal	Objectives	Essence	Extended content Indicators
	5.L.A.1.7	Acquire Fluency	5.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).		5.LA.1.7.1 A Read simplified, grade 5 appropriate text.

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Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.1.8	Vocabulary and Concept Development	5.LA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology). (716.01.d)		5.LA.1.8.1 A Identify root words and suffixes.
			5.LA.1.8.2 Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (716.01.d)		5.LA.1.8.2 A Use context to define words and words that have multiple meanings.
			5.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 5 content area text.		5.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 5 content area text.
			5.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and, glossary to find or confirm word meanings. (716.05.a)		5.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.

Standard 2: Comprehension/Interpretation - Students read and respond to a variety of grade-level-appropriate narrative and expository texts. Students use their knowledge of text structure, organization, and purpose to understand text. Students analyze and discuss story elements and literary devices to comprehend literary text. Students use multiple sources to locate information relevant to research.

Extended Standard 2: Students read and respond to a variety of grade appropriate narrative and expository texts. Students use their knowledge of text structure and purpose to understand text. Students identify some story elements and literary devices to comprehend literary text. Students locate information relevant to research.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	5.LA.2.1.1 State author's purpose for writing various texts.		5.LA.2.1.1 A Identify the purpose of different kinds of text.
			5.LA.2.1.2 Apply cause and effect relationships to gain meaning from text. (716.03.c)		5.LA.2.1.2 A Connects the cause and effect relationship.
			5.LA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion. (716.03.c)		5.LA.2.1.3 A Use picture clues and context to support a conclusion from text.

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Extended Standard 2: Students read and respond to a variety of grade appropriate narrative and expository texts. Students use their knowledge of text structure and purpose to understand text. Students identify some story elements and literary devices to comprehend literary text. Students locate information relevant to research.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.2.2	Acquire Skills to Comprehend Expository Text	5.LA.2.2.1 Interpret details from a variety of expository texts to support comprehension.		5.LA.2.2.1 A Identify details in expository text to support comprehension.
			5.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts		5.LA.2.2.2 A Respond to yes/no question based on: how, why or what if in expository text that is heard or read.
			5.LA.2.2.3 Apply central ideas and signal words to summarize information from expository text.		5.LA.2.2.3 A Identify and sequence information from expository text.
			5.LA.2.2.4 Follow multi-step written directions		5.LA.2.2.4 A Follow single and multi-step directions (symbols such as pictures/ objects/ graphics/ words).

Standard 2: Comprehension/Interpretation - Students read and respond to a variety of grade-level-appropriate narrative and expository texts. Students use their knowledge of text structure, organization, and purpose to understand text. Students analyze and discuss story elements and literary devices to comprehend literary text. Students use multiple sources to locate information relevant to research.

Extended Standard 2: Students read and respond to a variety of grade appropriate narrative and expository texts. Students use their knowledge of text structure and purpose to understand text. Students identify some story elements and literary devices to comprehend literary text. Students locate information relevant to research.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.2.3	Acquire Skills for Comprehending Literary Text	5.LA.2.3.1 Identify various genres of fiction and kinds of poetry based on their characteristics. (716.02.a)		5.LA.2.3.1 A Identifies genres of fiction and poems.
			5.LA.2.3.2 Analyze how a character's traits influence that character's actions. (716.03.b)		5.LA.2.3.2 A Identifies characters and their traits and/or actions.
			5.LA.2.3.3 Describe the setting and tell how it supports the story. (716.03.b)		5.LA.2.3.3A Identifies and describes a setting of a story.
			5.LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved. (716.03.b)		5.LA.2.3.4 A Identify the main problem or plot of a story.
			5.LA.2.3.5 Identify the speaker of a story and recognize the difference between first-person and third-person. (716.03.b)		5.LA.2.3.5A Identifies the speaker of a story.
			5.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends).		5.LA.2.3.6A Identifies a lesson that is presented in a literary selection.
			5.LA.2.3.7 Analyze metaphors and idioms to increase comprehension. (716.01.n)		5.LA.2.3.7 A Identifies the meaning of a metaphor or idiom.

Standard 3: Writing - Students use all five steps of the writing process to write narrative essays. Students develop their ability to determine the purpose and intended audience of a writing piece. Students expand their revision and editing skills as they use a variety of strategies to revise and edit their own writing and that of their peers.

Extended Standard 3: Students use the steps of the writing process to produce narrative text. Students develop their ability to determine a purpose and audience for a writing piece. Students use a variety of strategies to revise and edit their own writing and that of their peers.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.3.1	Acquire Prewriting Skills	5.LA.3.1.1 Generate ideas using prewriting strategies. (717.01.a)		5.LA.3.1.1 A Generate ideas using simple, prewriting strategies.
			5.LA.3.1.2 Generate a main idea appropriate to the type of writing.		5.LA.3.1.2 A Participate in identifying the main idea appropriate to the type of writing.
			5.LA.3.1.3 Select organizational strategies appropriate for writing. (717.01.a)		5.LA.3.1.3 A Use strategies for planning and organizing writing.
			5.LA.3.1.4 Select an appropriate writing format for purpose and audience.		5.LA.3.1.4 A Identify an appropriate writing format for the audience.
			5.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. (717.01.a)		5.LA.3.1.5 A Plan writing to produce a piece of writing within a set time period.

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Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.LA.3.2	Acquire Skills for Writing a Draft	5.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea. (717.01.a)		5.LA.3.2.1 A Use ideas generated in prewriting to write a draft.
			5.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.		5.LA.3.2.2 A Produces a draft with a main idea and supporting details.

Standard 3: Writing - Students use all five steps of the writing process to write narrative essays. Students develop their ability to determine the purpose and intended audience of a writing piece. Students expand their revision and editing skills as they use a variety of strategies to revise and edit their own writing and that of their peers.

Extended Standard 3: Students use the steps of the writing process to produce narrative text. Students develop their ability to determine a purpose and audience for a writing piece. Students use a variety of strategies to revise and edit their own writing and that of their peers.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.3.3	Acquire Skills for Revising a Draft	5.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. (717.02.c)		5.LA.3.3.1A Revise writing for clarity and effective sequencing.
			5.LA.3.3.2 Revise draft by adding details to enhance audience understanding. (717.02.c)		5.LA.3.3.2 A Revise writing by adding a detail.
			5.LA.3.3.3 Apply and add transition words to clarify sequence. (717.02.c)		5.LA.3.3.3 A Use a transition word to indicate sequence.
			5.LA.3.3.4 Rearrange words, sentences, and paragraphs as needed, to clarify meaning.		5.LA.3.3.4 A Revise writing by substituting words to clarify meaning.
			5.LA.3.3.5 Use literary models to refine writing style.		5.LA.3.3.5 A Use a literary model in a piece of writing.
			5.LA.3.3.6 Apply strategies to guide the revision process.		5.LA.3.3.6 A Use strategies to guide the revision process.

Standard 3: Writing - Students use all five steps of the writing process to write narrative essays. Students develop their ability to determine the purpose and intended audience of a writing piece. Students expand their revision and editing skills as they use a variety of strategies to revise and edit their own writing and that of their peers.

Extended Standard 3: Students use the steps of the writing process to produce narrative text. Students develop their ability to determine a purpose and audience for a writing piece. Students use a variety of strategies to revise and edit their own writing and that of their peers.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.3.4	Acquire Skills for Editing a Draft	5.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.		5.LA.3.4.1 A Edit a draft for errors using common editing marks.

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Extended Standard 3: Students use the steps of the writing process to produce narrative text. Students develop their ability to determine a purpose and audience for a writing piece. Students use a variety of strategies to revise and edit their own writing and that of their peers.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.3.5	Acquire Skills to Publish Writing	5.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. (717.01.c)		5.LA.3.5.1 A Publish a draft.
			5.LA.3.5.2 Share writing with intended audience. (717.03.b)		5.LA.3.5.2 A Share writing with intended audience.

Standard 4: Writing Applications - Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Extended Standard 4: Students write using format templates, including persuasive, to express ideas. Students compose narratives that include details and precise vocabulary. Students include descriptive language in their writing. Students compose text with paragraphs.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	5.LA.4.1.1 Write short narratives that include a plot, setting, and characters. (717.03.a)		5.LA.4.1.1 A Write short narrative that includes a specific action, setting, and/or character(s).
			5.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. (717.02.b; 717.03.b)		5.LA.4.1.2 A Write expressive works that include sensory details.

Standard 4: Writing Applications - Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Extended Standard 4: Students write using format templates, including persuasive, to express ideas. Students compose narratives that include details and precise vocabulary. Students include descriptive language in their writing. Students compose text with paragraphs.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	5.LA.4.2.1 Write simple technical text.		5.LA.4.2.1 A Write simple technical text.
			5.LA.4.2.2 Write a report using multiple sources that includes a main idea and facts and details about the topic.		5.LA.4.2.2 A Participate in writing a report that includes a main idea and facts about a topic.

Standard 4: Writing Applications - Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Extended Standard 4: Students write using format templates, including persuasive, to express ideas. Students compose narratives that include details and precise vocabulary. Students include descriptive language in their writing. Students compose text with paragraphs.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.4.3	Acquire Persuasive Writing Skills	5.LA.4.3.1 Write a persuasive letter or composition that states and supports a position. (717.01.b)		5.LA.4.3.1 A Write a persuasive statement to support a position.

Standard 4: Writing Applications - Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Extended Standard 4: Students write using format templates, including persuasive, to express ideas. Students compose narratives that include details and precise vocabulary. Students include descriptive language in their writing. Students compose text with paragraphs.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.4.4	Acquire Skills for Literary Response	5.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.		5.LA.4.4.1A Participate in writing (drawing, pictures, objects) responses to literary selections.
			5.LA.4.4.2 Write responses to literature that include comments about the plot.		5.LA.4.4.2 A Participate in writing responses to literature that identifies the plot.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Extended Standard 5: Students use the components language appropriate to this grade level. Students use transitions to connect ideas. Students use conventions, including letter style, appropriately.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.5.1	Acquire Handwriting Skills	5.LA.5.1.1 Write fluently and legibly in print or cursive. (717.01.b)		5.LA.5.1.1 A Write fluently and legibly.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Extended Standard 5: Students use the components language appropriate to this grade level. Students use transitions to connect ideas. Students use conventions, including letter style, appropriately.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.5.2	Acquire Spelling Skills	5.LA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words. (717.02.a)		5.LA.5.2.1 A Demonstrate spelling skills with high frequency words.
			5.LA.5.2.2 Spell correctly common multisyllabic words that include those with Greek and Latin derivatives. (717.02.a)		5.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.
			5.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.		5.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Extended Standard 5: Students use the components language appropriate to this grade level. Students use transitions to connect ideas. Students use conventions, including letter style, appropriately.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.5.3	Acquire Skills for Sentence Structure	5.LA.5.3.1 Identify complex sentences with subject and verb agreement.		5.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.
			5.LA.5.3.2 Use correctly: <ul style="list-style-type: none">• future verb tenses• adjectives• personal pronouns• conjunctions• adverbs		5.LA.5.3.2 A Use correctly: <ul style="list-style-type: none">• future verb tenses• adjectives• personal pronouns

Standard 5: Writing Components - Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Extended Standard 5: Students use the components language appropriate to this grade level. Students use transitions to connect ideas. Students use conventions, including letter style, appropriately.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.5.4	Acquire Skills for Using Conventions	5.LA.5.4.1 Apply capitalization correctly in writing. (717.02.a)		5.LA.5.4.1 A Demonstrate use of capitalization skills.
			5.LA.5.4.2 Identify a colon to introduce a list, and in a greeting. Identify quotation marks to punctuate dialogue. (717.02.a)		5.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. period, question mark, colon, quotation marks).

Standard 6: Communication - Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

Extended Standard 6: Students deliver presentations that convey ideas and relate to the interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to comprehend visually-presented information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.6.1	Acquire Listening Skills	5.LA.6.1.1 Listen critically to interpret a speaker's verbal messages. (718.01.c; 717.03.a)		5.LA.6.1.1 A Listens to interpret a speaker's verbal message.
			5.LA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples. (717.03.a)		5.LA.6.1.2 A Listen and responds to symbolic expressions with evidence and examples.
			5.LA.6.1.3 Listen to acquire and summarize information from a variety of sources.		5.LA.6.1.3 A Listen to gain information from a variety of sources.

Standard 6: Communication - Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

Extended Standard 6: Students deliver presentations that convey ideas and relate to the interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to comprehend visually-presented information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.6.2	Acquire Speaking Skills	5.LA.6.2.1 Ask questions that seek information not already discussed. (718.01.c; 719.03.c)		5.LA.6.2.1 A Ask questions to seek information.
			5.LA.6.2.2 Deliver informative presentations about an important idea, issue, or event. (719.03.a)		5.LA.6.2.2 A Initiate interactions to deliver information about an idea or event.
			5.LA.6.2.3 Organize oral presentations to maintain a clear focus.		5.LA.6.2.3 A Maintain interaction that has a clear focus.
			5.LA.6.2.4 Deliver oral responses to literature that summarize important events and details. (719.02.a)		5.LA.6.2.4 A Use communication system to convey important events and details.
			5.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest. (719.01.a; 719.01.b)		5.LA.6.2.5 A Use appropriate communication techniques to maintain audience interest.

Standard 6: Communication - Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

Extended Standard 6: Students deliver presentations that convey ideas and relate to the interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to comprehend visually-presented information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	5.L.A.6.3	Acquire Viewing Skills	5.LA.6.3.1 View media as a source for information, entertainment, and persuasion. (720.02.a; 720.02.b)		5.LA.6.3.1 A Utilize different media as sources of entertainment.
			5.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts, appropriate to grade level.		5.LA.6.3.2 A Use organizational features in media to access information (e.g. graphics, objects, charts, etc to appropriate grade level)
			5.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.		5.LA.6.3.3 A View media to evaluate and make appropriate choices
			5.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.		5.LA.6.3.4 A Identify the purpose of verbal communication and non-verbal cues.
			5.LA.6.3.5 Use a variety of resources to produce visuals that communicate through print and non-print materials. (720.04.a; 720.04.b)		5.LA.6.3.5 A Use multiple visual tools to produce print or non-print visuals.

Standard :

[illegible]