



Diocese of Raleigh Catholic Schools

7200 Stonehenge Drive

Raleigh, NC 27613

www.dioceseofraleigh.org

Grade 5 - English/Language

Arts Standards

Diocese of Raleigh

May 2019

**THE DIOCESE OF RALEIGH SCHOOLS:
MISSION OF OUR CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE

“School is one of the educational environments where one grows by learning how to live, how to become grown- up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis *{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.

INTRODUCTION

The English Language Arts Standards are intended for use in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE

Reading Standards for Informational Text (RI) ← Overarching Standard

STANDARD	CLARIFICATION
<i>Achievement Standard: Craft and Structure</i> ← Achievement Standard	
RI.K.4 With prompting and support, students will ask and answer questions about words in a text.	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting. <i>Examples</i> During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart that students can refer to when asking and answering questions about words. When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.

↑ Goal(s)

DOR Standards aligned with the North Carolina English Language Arts Standard Course of Study 2017

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Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of **key details** in a text.

Standards created by
Diocese of Raleigh
Catholic Schools Office

Curriculum

National Geographic Kids:
Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering who, what, when, where and how questions about the text.

GRADE 5

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Achievement Standards for Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Students quote from the text to support their explanations of what the text clearly states as well as the conclusions they have drawn from the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Answer text-dependent questions quoting evidence from the text. • Find the answers that are directly stated in the text by highlighting the exact words. • Read a poem or other fictional text to understand its inferred meaning using a two-column graphic organizer, students record “what the text says” in the first column, and “my inference” in the second column.
RL.5.2	Determine a theme of a story, drama , or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text.	<p>Students determine the theme of a story, drama, or poem by carefully considering how the characters in a story or a drama react to conflicts, obstacles, and other challenges. Also, determine what a poem’s speaker thinks about the subject. Students summarize a text by using key events and details.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Analyze a character’s response to a conflict in a story to identify a theme answering questions such as: “What did the characters learn?” and “How did the characters grow or change?” • Use a story map to record the most important events at the beginning, middle, and end of a story in preparation for writing a summary of the text.

STANDARD		CLARIFICATION
RL.5.3	Compare and contrast two or more characters, settings , or events in a story or drama , drawing on specific details in the text.	<p>Students identify similarities and differences between two or more characters, settings, or events in a story or drama using text evidence to support responses.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use a Venn diagram to compare and contrast two characters in a story answering questions such as: “How would I describe each character’s personality? How do I know this?” or “How do these characters change in the story? What details from the text support this?” • Use a graphic organizer to record what is similar and different about the settings of a story or a drama.
<i>Achievement Standard: Craft and Structure</i>		
RL.5.4	Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices and figurative language that contribute to meaning and tone .	<p>Students use context clues to understand the meaning of words, phrases, and figurative language to identify words that add to the meaning and tone of the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use strategies to determine the meaning of unfamiliar words or phrases in a text by re-reading the paragraph to find examples of synonyms, antonyms, and definition. • Highlight words and phrases in a text that describe the setting, characters, relationships among characters, and the conflict in order to determine the tone of the piece. • Demonstrate and extend understanding of the vocabulary through real world and cross-curricular situations.

STANDARD		CLARIFICATION
RL.5.5	<p>Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.</p> <p>Explain how they contribute to the development of the setting and plot.</p>	<p>Students describe how chapters, scenes, or stanzas fit together to create the overall structure of a story, drama, or poem.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use a graphic organizer to summarize each chapter of a shared text. • Explain how the stanzas in a poem work together to provide a structure.
RL.5.6	<p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Students explain how a narrator/speaker views events in a story and explain how the point of view impacts how events are described.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Select an event from the story told by a specific character and write a description of the event, illustrating how a character's point of view influenced how he/she described the event. • Extend learning by retelling the story from a different point of view.

Cluster: Integration of Ideas and Analysis

RL.5.7	<p>Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.</p>	<p>Students examine visual elements (pictures, drawings, cartoons) and multimedia elements (video, audio, interactive images) to understand how these elements add to the meaning, tone, or beauty of a text, such as a graphic novel or multimedia presentation of fiction, folktale, myth or poem.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • During the read aloud, stop and analyze the visual or multimedia elements in the text. • Stop and jot down notes as they read independently to explain how the illustrations or graphics helped clarify their understanding of specific text details. • Extend learning by connecting literature and religious art to faith journey.
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STANDARD		CLARIFICATION
RL.5.8	Not applicable to literature.	
RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics .	<p>Students analyze the similarities and differences in stories of the same genre focusing on how they deal with similar themes and topics.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Identify and discuss how the themes in two stories of the same genre are similar and different. • Read books of the same genre, recording how each text conveys the topic in a similar or different manner.

Achievement Standard: Range of Reading and Level of Complexity

RL.5.10	Read and understand literature on or above grade level, proficiently and independently , for sustained periods of time. Connect prior knowledge and experiences to text.	<p>Students read and understand literature. They are able to read independently for an extended period of time. Students make connections to their background knowledge and relevant experiences to engage with the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Engage in whole class close readings of literary grade level text. The teacher works through the text gradually, having students take on more responsibility for the reading and discussing. • Confer with students and conduct small reading groups to teach a skill or provide assistance with a strategy. • Provide class time for students to talk and write about the text they are reading independently. • Keep interactive journals and have conversations with small groups about what they are reading.
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Reading Standards for Informational Text (RI)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>Students quote from the text to support their explanations of what the text clearly states, as well as the conclusions they have made drawing from the text.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Model accurate quoting and citation skills using MLA or APA style with provided examples of passages. <ul style="list-style-type: none"> ○ Catholic topics (Lives of Saints, Seasons of the Church Year, Sacraments) ○ Science/History topics ○ Study Skill topics ● Provide several different types of graphic organizers to capture text evidence. ● Infer with the equation: (inference = my schema + text evidence)
RI.5.2	<p>Determine two or more main ideas of a text and explain how they are supported by key details.</p> <p>Write a summary of the text.</p>	<p>Students use main ideas and key details to summarize a text using paragraph structure.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Provide examples of passages. <ul style="list-style-type: none"> ○ Catholic topics (Lives of Saints, Seasons of the Church Year, Sacraments) ○ Science/History topics ○ Study Skill topics ● Model annotating a text for main ideas by working with a passage one paragraph at a time. ● Model paragraph structure for summary by using topic, detail, and conclusion sentences.

STANDARD		CLARIFICATION
RI.5.3	Explain the relationships or interactions between two or more individuals, events , ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p>Students use the details in a historical, scientific, or technical text to explain how two or more people, events, ideas, or concepts are related or interact with one another.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Model multiple methods to determine relationships in a text. <ul style="list-style-type: none"> ○ Venn Diagram ○ Sequence Chart ○ Graphic Organizers ● Create a research project using informational texts that lead students to explain relationships.
<i>Achievement Standard: Craft and Structure</i>		
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text.	<p>Students examine the text to figure out the meaning of words and phrases appropriate to fifth grade topics and subject areas, using the context to inform their thinking.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Model resources available to determine word meanings (dictionaries, thesaurus, etymology dictionaries, student schema). ● Model a graphic organizer to create associations with words and determine meanings of words. ● Expect students to associate words to the Catholic faith. For example: Stewardship/Science or Catholic Social Teachings/History.

STANDARD		CLARIFICATION
RI.5.5	Compare and contrast the overall structure of events , ideas, concepts, or information in two or more texts.	<p>Students find the similarities and differences in the general structure of events, ideas, concepts, or information in two or more texts including: description, chronology, comparison, cause/effect, and problem/solution.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Use an anchor chart that contains common signal words for informational text structures (description, sequence/chronology, cause/effect, problem/solution, compare/contrast).
RI.5.6	Analyze multiple accounts of the same event or topic , noting important similarities and differences in the point of view they represent.	<p>Students examine two or more accounts of the same event or topic. Students compare and contrast the points of view represented.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Read accounts of one historical figure or event (Christopher Columbus, a war, Thanksgiving, the Gospels) and critically examine viewpoints. ● Analyze different aspects of the Catholic faith and discuss point of view (i.e. Gospel accounts, lives of the Saints, prayer forms, stewardship, sacraments).

STANDARD		CLARIFICATION
<i>Achievement Standard: Integration of Ideas and Analysis</i>		
RI.5.7	Acquire and apply information from multiple print and digital sources to locate an answer to questions or solve problems.	<p>Students use information from several print or digital sources to answer a question or solve a problem.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Demonstrate a research model to structure and solve problems. ● Implement graphic organizers as a resource. ● Choose an inquiry question with teacher and gather information from given sources to construct a response. (i.e. “How did colonial jobs affect the community?” Students would research colonial jobs with multiple sources, design note sheets, document sources, and construct a colonial village to demonstrate an answer). ● Introduce Catholic sources as a means to seeking the truth of the faith to answer questions and solve problems (i.e. Catechism of the Catholic Church, You CAT, Bible, articles on Church teachings, prayers of the Church).
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<p>Students explain how the author supports specific points in a text by using reasons and evidence.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Model reading and annotating a short informational text along with a graphic organizer to organize reasons and evidence that support author’s points. ● Compose a written speech to explain how an author uses reasons and evidence in a piece of text.

STANDARD		CLARIFICATION
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p>Students combine information from multiple texts on the same topic when writing or speaking to demonstrate knowledge of the topic.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Model several strategies for note-taking with an informational text. (i.e. annotating with colors, writing questions next to the text, annotating main ideas, stopping to discuss points of text with others, write out real-life connections). ● Demonstrate a research model in a step-by-step way to generate thinking skills on integrating information. ● Introduce Catholic sources as a means to seeking the truth of the faith and being able to speak to others (i.e. Catechism of the Catholic Church, Bible, articles on Church teachings, prayers of the Church).

STANDARD		CLARIFICATION
<i>Achievement Standard: Range of Reading and Level of Complexity</i>		
RI.5.10	Read and understand informational texts proficiently and independently on or above grade level for sustained periods of time. Connect prior knowledge and experiences to text.	<p>Students read and understand informational texts on or above fifth grade level. Teachers integrate self-selected independent reading seamlessly into the classroom.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Engage in whole class close readings of informational grade level texts. ● Give Catholic sources frequently to students to read independently.

GRADE 5

READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Achievement Standards for Reading Foundational Skills

Handwriting

Phonics and Word Recognition

Fluency

Reading Standards for Foundational Skills (RF)

STANDARD		CLARIFICATION
<i>Achievement Standard: Handwriting</i>		
RF.5.2	Create readable documents through legible handwriting (cursive).	<p>Students create documents in cursive that are easy for others to read.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Pre-assess students by giving them copies of quotations or poems, to copy in cursive, to guide instruction. ● Demonstrate and describe letter and word formation to meet the needs of students. ● Choose an online resource that describes handwriting strokes to form letters/words to support independent practice.
<i>Achievement Standard: Phonics and Word Recognition</i>		
RF.5.4	Know and apply grade-level phonics and word analysis skills in decoding words.	<p>Students read words using grade-level appropriate strategies.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. ● Read a list of derivatives with a common trait (e.g. adaptable, compressible, attachable, comfortable) and guide students to notice the similar sounds and sound-syllable correspondence. The teacher then identifies and defines the affix and asks students to articulate what they have learned.

STANDARD		CLARIFICATION
<i>Achievement Standard: Fluency</i>		
RF.5.5	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students read grade-level text smoothly and with enough accuracy so that they understand the text.</p> <ul style="list-style-type: none"> • Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). • Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show inflection and feelings on consecutive readings. • Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. <p>Examples:</p> <ul style="list-style-type: none"> • Read aloud often from a variety of genres to model appropriate rate, phrasing, and expression. • Engage in Reader’s Theatre, recite favorite poems, or practice oral reading in small groups.

GRADE 5

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Achievement Standards for Writing

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standards (W)

STANDARD	CLARIFICATION
<i>Achievement Standard: Text Types, Purposes, and Publishing</i>	
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information using the <i>6+1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. c. Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the 6+1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder.</p>

	STANDARD	CLARIFICATION
W.5.2	<p>Write informative/expository texts to examine a topic and convey ideas and information clearly using the <i>6+1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within and across categories of information using words, phrases, and clauses. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>●Continued on next page</p>	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the 6+1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder.</p>

	<p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>	
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	STANDARD	CLARIFICATION
W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using the <i>6+1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the 6+1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD		CLARIFICATION
W.5.4	With some guidance and support from adults, use digital tools and resources to produce and publish writing, collaborate with peers and demonstrate sufficient command of word processing skills using the <i>6+1 Traits of Writing</i> .	<p>Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective word processing skills. The teacher provides limited support and guidance.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Model writing with an online tool and use out loud thinking to demonstrate editing/revising skills. ● Use an online dictionary or thesaurus to revise word choice. ● Use online tools to comment on each other’s work.
W.5.5	Conduct short research projects using two or more sources to build knowledge of a topic .	<p>Students investigate different aspects of a topic using multiple sources. This information is used to build knowledge about a topic.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Use student appropriate search engines, printed texts, images, and other grade level appropriate materials to investigate a research question. ● Use graphic organizers to collect research and share thinking. ● Demonstrate a research model to gather notes and/or construct a presentation or product using two or more sources.

STANDARD	CLARIFICATION
<i>Achievement Standard: Research</i>	
W.5.6	<p>Recall and gather relevant information from personal experiences, print, and/or digital sources.</p> <ol style="list-style-type: none">a. Summarize or paraphrase information in notes and finished work.b. Provide a list of sources. <p>Students consider and use relevant personal experiences and/or information collected from print and digital resources. Students summarize information as they take notes, as well as in their final drafts.</p> <p>Examples:</p> <ul style="list-style-type: none">● Gather information from a print or digital source using Cornell Notes.● Model how to summarize or paraphrase while note taking by highlighting important sentences from a section of the text.● Demonstrate writing a short piece on a relevant topic using teacher modeled notes.

GRADE 5

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Achievement Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

STANDARD	CLARIFICATION
<i>Achievement Standard: Collaboration and Communication</i>	
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led).</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Students participate in discussions with different peers on a variety of fifth grade appropriate topics and texts.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Use sentence starters, such as: “I agree with because, “In paragraph___, it reads”, “The author states”, or “According to the text”, “Based on the illustrations”. ● Use nonverbal cues to communicate thinking (i.e. a thumb up for building on an idea, or holding up a pointer finger to ask a question} ● Review key ideas and draw conclusions based on what students learned from the information shared during the discussion.

STANDARD		CLARIFICATION
SL.5.2	Summarize a written text read aloud or information presented in a variety of formats or types of media including visually, quantitatively , and orally.	<p>Students give accounts of the main points from a written text that has been read aloud or information shared in a variety of forms.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Read aloud a text while students collect main ideas and supporting details on graphic organizers. Share what they have collected with the whole class. ● Use graphic organizers to record main ideas and details as students listen to or view different kinds of texts: a live or recorded speech, presentation, chart, pie or bar graph, map, photograph, video clip, or political cartoon. ● Present a summary of the information to a partner using a graphic organizer.
SL.5.3	Summarize the key points a speaker makes and explain how each claim is supported by reasons and evidence .	<p>Students summarize the speaker's ideas and explain how each claim is backed up by reasons and evidence.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Select an engaging speech for students to hear. ● Model on a chart how he/she recognizes the main points of the speaker noting the supporting reasons and evidence. ● Ask questions such as: <i>What do you think the speaker wants us to know? How does the speaker support that idea?</i>

STANDARD		CLARIFICATION
<i>Achievement Standard: Presentation of Knowledge and Ideas</i>		
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes ; adapt speech to a variety of contexts and tasks .	<p>Students use a logical order when presenting information or opinions. They use relevant facts, and vivid, related details that support main ideas or themes. They modify their speech to suit different situations and assignments.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Present a speech that is not in order to teach students logical order. ● Lead class discussion on how speeches are suitable for the audience.
SL.5.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes .	<p>Students include visual and multimedia elements in their presentations to strengthen the development of main ideas and themes.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Emphasize the importance of choosing multimedia carefully to support main ideas by creating a presentation with distracting sound and visual effects that leads to a class discussion. ● Work with students to create and review presentations and identify which parts can be supported more clearly and effectively by the use of multimedia components or visual displays.

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GRADE 5

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Achievement Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards (L)

STANDARD	CLARIFICATION
Achievement Standard: Conventions of Standard English	
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <ul style="list-style-type: none"> a. Identify all 8 parts of speech and their definitions. b. Identify parts of speech within a sentence. c. Identify and diagram a subject and predicate in a simple sentence. d. Ensure subject/verb agreement. e. Use abstract nouns (such as courage) f. Form and use progressive verb tenses. g. Use modal auxiliaries (such as may or must) h. Form and use the perfect verb tenses. i. Convey sense of various times, sequences, states, and conditions. j. Recognize and correct inappropriate shifts in verb tense. <ul style="list-style-type: none"> • Continued on next page 	<p>Refer to the NC Language Grammar Continuum Resource (Located at the end of this document and in the Diocese of Raleigh ELA Standards Live Binder- resources).</p>

	<ul style="list-style-type: none">k. Form and use comparative and superlative adjectives.l. Order adjectives within sentences according to conventional patterns.m. Use coordinating and subordinating conjunctions.n. Use correlative conjunctions (such as either/or)o. Form and use comparative and superlative adverbs.p. Use relative adverbs.q. Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences.r. Produce, expand, and rearrange simple, compound, and complex sentences.s. Form and use prepositional phrases.t. Ensure pronoun-antecedent agreement.u. Use relative pronouns.v. Correctly use frequently confused words (such as to, two, too).w. Use interjections.x. Explain the function of phrases and clauses.y. Recognize independent and dependent clauses.	
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L.5.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <ul style="list-style-type: none">a. Capitalize appropriate words in titles and use underlining, quotation marks, or italics to indicate titles of works.b. Use correct capitalization in all written work.c. Use punctuation to separate items in a series.d. Use commas in addresses.e. Use commas in dialogue.f. Use quotation marks in dialogue.g. Use a comma before a coordinating conjunction in a compound sentence.h. Use commas and quotations to mark direct speech and quotations from a text.i. Use a comma to separate an	Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)
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	<p>introductory element from the rest of a sentence.</p> <ul style="list-style-type: none">j. Use comma to set off the words yes and no.k. Use a comma to set off a tag question from the rest of the sentence.l. Use a comma to indicate a direct address.m. Use conventional spelling for high frequency words and other studied words.n. Use conventional spelling for adding suffixes to base words.o. Use spelling patterns and generalizations when writing words.p. Spell grade-appropriate words correctly.q. Consult reference materials as needed to check and correct spellings.	
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STANDARD		CLARIFICATION
Achievement Standard: Knowledge of Language		
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for sentence fluency. b. Compare and contrast the varieties of English used in stories, dramas , or poems .	Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening. <ul style="list-style-type: none"> • Students use a variety of sentences to affect meaning and style and maintain the interest of the reader. • Students differentiate between the various forms of English, such as dialects and registers, used in stories, dramas, or poems. Examples: <ul style="list-style-type: none"> • Explain that sentence length is a writer’s choice. Using a mentor text, the teacher and students find simple, compound, and complex sentences and determine the reasoning for the author’s use of each. • Examine personal writing for sentence variety in order to expand, combine, and reduce sentences that to create a style or particular effect. • Work in pairs and read excerpts from several stories the teacher has chosen that contain different dialects. Using graphic organizers, students record the similarities and differences in the dialects that are used and what this says about the characters.
STANDARD		CLARIFICATION
Achievement Standard: Vocabulary Acquisition and Use		
L.5.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases , choosing flexibly from a range of strategies: context clues , word parts (affixes), word relationships , and reference materials .	Examples: <ul style="list-style-type: none"> • Demonstrate the process of breaking apart words into prefixes, roots, and suffixes to determine their meanings using a three-column graphic organizer. • Refer to a dictionary, thesaurus, or glossary to decide which definition best fits the meaning of the word within the context of what is being read. • Create project-based learning activities around words. • Make a word wall to showcase vocabulary.

STANDARD		CLARIFICATION
L.5.5	<p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Identify similes and metaphors in various texts, such as in song lyrics. Use context clues to interpret the meaning. ● Identify idioms, adages, and proverbs in a variety of shared texts and discuss how the figurative meaning is different from the literal meanings.
L.5.6	<p>Acquire and accurately use grade- appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Highlight words and phrase-that signal contrast, addition, other logical relationships, and why they are used. Examples include: however, although, nevertheless, similarly, moreover, in addition. ● Revise a piece of writing to include these types of words and phrases.

Glossary

adage – a traditional saying which expresses a generally observable truth about life (e.g., The early bird gets the worm.)

aesthetics – concerning the nature and appreciation of beauty

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole

approaches – the particular decisions an author makes when deciding how to present a topic

chapter – the main division within a book

claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth.

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. (Note: Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats.)

digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

domain-specific vocabulary/words/phrases – words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation

drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue

editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.

event – a thing that happens; an occurrence

evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.

explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation

expression – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.

figurative language – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)

formatting – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)

fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression

general academic – academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)

genre – a category or type of literature or art characterized by similarities in form, style, and subject

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

idiom – a phrase or clause whose meaning is typically cultural and/or regional and cannot be determined by the literal meaning of the individual words used (e.g., on pins and needles – to feel anxious or nervous about something)

illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim

Independently – on one’s own, without aid from another (such as a teacher)

inference – a conclusion derived from logical reasoning following an investigation of available evidence

informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

interact – to act in such a manner as to influence another

key details – specific and important parts of the text that provide information, support, and elaboration

key ideas--most important thoughts addressed in a text or discussion.

main idea(s)/topic – the primary or central topic(s) of a text or discussion which is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning

morphology – the study of the form of words and how words are formed, concerning the study of roots (i.e., bases) and affixes (i.e., prefixes and suffixes)

multimedia component – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video)

multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant’s trunk / car trunk)

multisyllabic – having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)

paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

prose – language presented (either as written or spoken) in its ordinary form, that is without rhythm, rhyme, or meter

proverb – a short, pithy saying or expression that states a general life truth or piece of advice (e.g., Laughter is the best medicine.)

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary

relevant evidence, observations, ideas, descriptive details – details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim

revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

self-correct – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

setting – the time and place of the action in a book, play, story, etc.

stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account

syllabication – the division of words into syllables (e.g., syllable à syl – la – ble)

task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors:

1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, theme is often referred to as central message

tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

topic – the subject or matter being discussed or written about in a text, speech, etc.

usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions.

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)