

NYSED 5th Grade ELA Crosswalk

| Original Standard Code (2011) | 2011 ELA Standard | 2017 Revised ELA Standard |
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5RF

There is not a grade 5 standard for this concept.
Please see preceding grades for more

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| | to locate an answer to a question quickly or to solve a problem efficiently. | |
| 5R8 | <p>RL:(Not applicable to literature)</p> <p>RI: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> | 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL) |
| 5R9 | <p>RL:Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI:Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | Omitted. See 5R9 for connections between texts. 5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL) |
| 5R10 | <p>RL:By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>RI:By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> | Please see th2 |

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| | <p>and/or characters organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5W3e: Provide a conclusion that follows from the narrated experiences or events.</p> |

5W4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 3 above.)

a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.

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| 5W9 | <p>from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards informational texts (e.g., “Explain how</p> | <p>multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p> |

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| | <p>groups, and teachers) with diverse partners on grade 5 topics and texts building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. b. Follow agreed upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks. | |

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| 5L3 | Use knowledge of language and its conventions when writing, speaking, | |

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| | although, nevertheless, similarly, moreover in addition). | moreover, in addition) |