

Correlation of
Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

Soil Habitats
Shoreline Science
Designing Mixtures
Gravity and Magnetism
Light Energy
Weather and Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

with the State of Nevada
English Language Arts Standards
for Grade 5
Created March 2009



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Nevada English/Language Arts Standards – 5th Grade

Nevada English/Language Arts Standards – 5 th Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
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Content Standard 1.0: Word Analysis - Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.												
1.1 Phonological Awareness												
Demonstrate phonological awareness of spoken words through: rhyming, concept of word, syllable awareness, onset and rime awareness	●	●	●	●	●	●	●	●	●	●	●	●
1.2 Phonemic Awareness												
Demonstrate phonemic awareness of spoken words through: matching, isolating, blending, segmenting, deleting, substituting	●	●	●	●	●	●	●	●	●	●	●	●
1.3 Phonics and Structural Analysis												
Recognize and name upper and lower case letters of the alphabet	●	●	●	●	●	●	●	●	●	●	●	●
Identify letter-sound relationships	●	●	●	●	●	●	●	●	●	●	●	●
Decode words in text using phonics and structural analysis through: short/long vowels, digraphs, diphthongs, blends, word families	●	●	●	●	●	●	●	●	●	●	●	●
Decode unknown words in text using structural analysis through: spelling patterns, base words, root words, suffixes, prefixes, syllables, compound words	●	●	●	●	●	●	●	●	●	●	●	●

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1.4 Vocabulary Development												
Comprehend, build, and extend vocabulary using: homographs, homophones, syntax, parts of speech, synonyms, antonyms	●	●	●	●	●	●	●	●	●	●	●	●
Comprehend, build, and extend vocabulary using: context clues, structural analysis	●	●	●	●	●	●	●	●	●	●	●	●
Apply alphabetic order to locate words in resources	●	●	●	●	●	●	●	●	●	●	●	●
Use resources to find and/or confirm meaning of: unknown words, word origins	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, use resources to find and/or confirm meaning of: Greek word roots, Latin word roots												
Identify differences between connotative and denotative meaning in text	●	●	●	●	●	●	●	●	●	●	●	●
Build vocabulary using: pictures, symbols	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
1.5 Fluency and Comprehension												
Apply knowledge of high frequency words in text to build fluency and comprehension	●	●	●	●	●	●	●	●	●	●	●	●
Apply knowledge of content-specific vocabulary in text to build comprehension	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Read fluently aloud and/or silently with a focus on: prosody, accuracy, automaticity, reading rate	●	●	●	●	●	●	●	●	●	●	●	●
Content Standard 2.0: Reading Strategies - Students use reading process skills and strategies to build comprehension.												

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2.1 Before Reading Strategies												
Demonstrate concept of print and word	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrate voice-to-print match	●	●	●	●	●	●	●	●	●	●	●	●
Identify author and illustrator	●	●	●	●	●	●	●	●	●	●	●	●
Select before reading strategies appropriate to text and purpose to: preview text, access prior knowledge, build background knowledge, set purpose for reading, make predictions, determine reading rate, determine text type	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2.2 During Reading Strategies												
Select during reading strategies appropriate to text and purpose to: use self-correcting strategies, make, confirm, and revise predictions, understand and use key vocabulary, identify main idea and supporting details, make inferences, adjust reading rate, apply knowledge of text type	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
2.3 After Reading Strategies												
Select after reading strategies appropriate to text and purpose to: recall details, restate main ideas, organize information, record information, synthesize text, evaluate text, evaluate the effectiveness of reading strategies	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
Content Standard 3.0: Literary Text - Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.												

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3.1 Setting and Plot												
Explain: setting, sequence of events, conflict, climax, resolution, turning point												
With assistance, describe plot development with a focus on: exposition, rising action, falling action												
Describe internal and external conflict												
Describe main plot and subplots												
Describe how one event may cause another event												
With assistance, explain an author’s use of flashback												
With assistance, explain an author’s use of foreshadowing												
Make inferences and draw conclusions about setting and plot based on evidence												
3.2 Characterization												
Describe physical and personality traits												
With assistance, identify elements of characterization												
Describe the motivation for a character’s actions												
Identify the protagonist and antagonist												
Make inferences and draw conclusions about a character(s) based on evidence												
3.3 Theme												

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Describe a theme based on evidence												
Explain a lesson learned based on events and/or a character’s actions												
3.4 Point of View												
Describe an example of first-person point of view												
Identify third-person limited point of view												
Identify third-person omniscient point of view												
With assistance, distinguish between third-person limited and third-person omniscient point of view												
3.5 Language												
Explain how the use of: imagery, figurative language												
Identify the effects of rhythm and rhyme on text												
Explain the use of: sound devices, dialect, slang, formal language, informal language												
3.6 Tone, Mood, and Irony												
Identify words and phrases that reveal tone												
Explain how words and phrases create mood												
Identify examples of irony												
3.7 Cultures and Time Periods												
Explain the influence of historical events												
Explain the influence of cultures												

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Explain the influence of time periods												
With assistance, compare texts from the same historical period on a single topic												
3.8 Predictions												
Make and revise predictions based on evidence												
3.9 Responding to Text												
Make connections to self, other text, and/or the world												
Use information to answer specific questions												
Summarize information												
Content Standard 4.0: Expository Text - Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.												
4.1 Text Features												
Identify the purpose of and gain information from: illustrations, graphs, charts, titles, text boxes, diagrams, headings, maps	●●	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●
Identify the purpose of and gain information from: table of contents, glossaries, indices	●●	●●	●●	●●	●●●	●●●	●●	●●●	●●●	●●●	●●	●●
Identify and explain the use of: bold-faced words, underlined words, highlighted words, italicized words	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Identify and explain the use of: abbreviations, acronyms, parenthetical expressions	●	●	●	●	●	●	●	●	●	●	●	●
4.2												
Identify: dialect, slang, idioms, informal and formal	●	●	●	●	●	●	●	●	●	●	●	●

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language												
Explain: figurative language, analogies												
Identify words and phrases that reveal an author’s tone	●	●	●	●	●	●	●	●	●	●	●	●
Explain how language clarifies ideas and concepts	●	●	●	●	●	●	●	●	●	●	●	●
Identify language used for the purpose of: persuasion, propaganda												
With assistance, describe how an author uses concrete examples to explain abstract ideas		●●				●●		●●	●●	●●	●●	●
4.3 Organizational and Structural Patterns												
Describe a theme based on evidence	●	●	●	●	●	●	●	●	●	●	●	●
Distinguish theme from topic	●	●	●	●	●	●	●	●	●	●	●	●
Describe the importance of sequential and/or chronological order			●			●		●				●
Explain a cause and its effect on events and/or relationships	●	●●	●●	●●	●	●	●	●	●	●●	●	●
Explain a problem and its solutions	●	●	●	●	●	●	●	●	●	●	●	●
Describe a main idea based on evidence	●	●	●	●	●●●	●	●	●	●	●	●	●
Compare events	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, explain the author’s use of organizational structure	●	●	●	●	●	●	●	●	●	●	●	●
Trace the development of an author’s argument,	●	●	●	●	●	●	●	●	●	●	●	●

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viewpoint, or perspective												
4.4 Cultures and Times												
Explain the influence of historical events									●			
Explain the influence of cultures												
Explain the influence of time periods												
With assistance, compare text from the same historical period on a single topic												
4.5 Responding to Text												
Make connections to self, other text, and/or the world	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●●	●●	●●
Use information to answer specific questions	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
Develop hypotheses based on information	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
Summarize information	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
4.6 Predictions, Inferences, and Conclusions												
Make and revise predictions based on evidence	●●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
Make inferences and draw conclusions based on evidence	●	●●	●	●	●	●	●●	●	●●	●●	●●●	●●
Analyze the accuracy of facts	●	●	●	●	●	●	●	●	●	●	●	●
Distinguish between fact and opinion	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, determine accuracy of evidence	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, verify information by referencing other sources	●	●	●	●	●	●	●	●	●	●	●	●

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4.7 Directions												
Read and follow directions to complete tasks or procedures	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●
Content Standard 5.0: Effective Writing - Students write a variety of texts using the writing process.												
5.1 Prewriting												
Use prewriting strategies to plan written work	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●
Choose and narrow a topic to organize ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●
Explore a topic to plan written work	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●
5.2 Drafting												
Draw or communicate ideas in written form	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●
Draft multiple paragraph papers about a single topic that address: audience, purpose, supporting details, introduction, conclusion, transitions	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●
5.3 Revising												
Revise drafts for: voice, organization, focused ideas, audience, purpose, relevant details, word choice, sentence fluency	●	●	●	●	●	●	●	●	●	●	●	●
5.4 Editing for Mechanics												
Edit essays and compositions to ensure correct spelling of: high frequency words, content words	●	●	●	●	●	●	●	●	●	●	●	●
Edit for correct capitalization	●	●	●	●	●	●	●	●	●	●	●	●

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Edit punctuation for: end punctuation, commas, apostrophes, quotation marks, abbreviations, colons	•	•	•	•	•	•	•	•	•	•	•	•
With assistance, edit punctuation for: hyphens, semicolons	•	•	•	•	•	•	•	•	•	•	•	•
5.5 Editing for Usage of Words												
Edit for correct use of: nouns, verbs, pronouns, adjectives, subject/verb agreement, verb tenses, adverbs, clauses, phrases, pronoun/antecedent agreement	•	•	•	•	•	•	•	•	•	•	•	•
5.6 Editing for Sentence Structure												
Edit sentences for: complete sentences, combining sentences, compound sentences, complex sentences	•	•	•	•	•	•	•	•	•	•	•	•
Edit sentences for the elimination of: fragments, run-ons	•	•	•	•	•	•	•	•	•	•	•	•
5.7 Publishing												
Prepare a legible final draft to display or share	•	••	•	•	•	•	•	•	•	•	•	•
Select a publishing format appropriate to the audience and purpose	•	•	•	•	•	•	•	•	•	•	•	•
Content Standard 6.0: Types of Writing - Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.												
6.1 Expository												
Write essays and compositions which include: a topic	•	•	•	•	••	••	••	••	••	••	••	•

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sentence, supporting details, a concluding statement, a beginning, middle, and end, a thesis statement, transitions												
With assistance, write essays and compositions using patterns of organizations including: compare and contrast, cause and effect								●				
6.2 Narrative/Descriptive												
Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence, character, setting, plot, dialogue, figurative language, sensory details												
6.3 Poetry												
Listen to and discuss poetry												
Write poetry												
6.4 Responses to Literature												
Write responses that demonstrate an understanding of character development and motivation												
Summarize information												
With assistance, write responses that demonstrate an understanding of plot in literary selections												
6.5 Responses to Expository Text												
Write responses to expository text	●	●	●	●	●	●	●	●	●	●	●	●

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Write responses that use specific details from text	●	●	●	●	●	●	●	●	●	●	●	●
Write responses that analyze the elements of exposition												
6.6 Persuasive												
Write an opinion statement												
Write persuasive essays and compositions that include: a thesis statement, supporting evidence, relevant evidence												
6.7 Personal & Professional Communication												
Write a variety of communications in appropriate formats	●	●	●	●	●	●	●	●	●	●	●	●
6.8 Directions												
Write directions to complete tasks or procedures			●●									●
With assistance, write directions to complete tasks or procedures with attention to: clarity, format, technical vocabulary, text features			●●									●
6.9 Research												
Write research papers by: choosing and narrowing a research topic, locating and collecting information from primary and secondary sources, recording information, paraphrasing and summarizing information, organizing collected information, documenting sources using a	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●

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given format												
Demonstrate an understanding of the difference between original works and plagiarized works	●	●	●	●	●	●	●	●	●	●	●	●
Content Standard 7.0: Listening - Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.												
7.1 Message												
Listen for a variety of purposes including, gaining information, being entertained, understanding directions	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Listen for and identify: main idea, mood, purpose, messages, tone	●	●	●	●	●	●	●	●	●	●	●	●
Listen for and distinguish fact from opinion	●	●	●	●	●	●	●	●	●	●	●	●
Listen for and summarize ideas and supporting details	●●	●●	●	●	●●	●●	●	●●	●●	●	●●	●●
With assistance, listen for and explain the effect of the speaker’s attitude on audience												
With assistance, listen for and identify persuasive techniques												
7.2 Content and Delivery												
Listen to and evaluate oral communications for: content, delivery, point of view, ideas	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, listen to and evaluate the purpose and value of oral communications	●	●	●	●	●	●	●	●	●	●	●	●

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7.3 Vocabulary Development												
Expand vocabulary through listening	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
7.4 Language												
Listen for and identify dialect and slang												
Listen for and identify the use of formal and informal language	●	●	●	●	●	●	●	●	●	●	●	●
Listen for and distinguish between social and academic language	●	●	●	●	●	●	●	●	●	●	●	●
7.5 Conversations and Group Discussions												
Actively listen to a oral communications	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Listen to and participate in conversations	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Listen to and evaluate constructive feedback	●	●	●	●	●	●	●	●	●	●	●	●
Provide constructive feedback	●	●	●	●	●	●	●	●	●	●	●	●
Focus attention to solve problems by identifying, synthesizing, and evaluating data	●●	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●
Content Standard 8.0: Speaking - Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.												
8.1 Giving Directions												
Give directions to complete tasks	●	●	●	●	●	●	●	●	●	●	●	●
Ask questions to clarify directions	●	●	●	●	●	●	●	●	●	●	●	●
8.2 Language												
Use precise language to describe: feelings, experiences,	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
observations, ideas												
Apply Standard English to communicate ideas	●	●	●	●	●	●	●	●	●	●	●	●
8.3 Presentations												
Use public speaking techniques to deliver presentations with appropriate: prosody, volume, eye contact, enunciation, posture, expressions, audience, purpose	●●	●	●	●	●	●	●	●	●	●●	●	●
Communicate information by: maintaining a clear focus, following a logical sequence, illustrating information with media aids	●●	●	●	●	●	●	●	●	●	●●	●	●
Communicate statements that express an opinion												
Defend a position using evidence	●●	●	●	●	●	●	●	●	●	●●	●	●
8.4 Group Discussions												
Contribute to conversations and discussions about a given topic	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Respond to questions to clarify and extend ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Ask relevant questions to clarify information and extend ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Take a leadership role in conversations and discussions	●●	●●			●●			●●	●●	●●		
Distinguish between relevant and irrelevant information	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
8.5 Phonology												
Demonstrate phonological awareness of spoken words	●	●	●	●	●	●	●	●	●	●	●	●

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

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through: rhyming, concept of word, syllable awareness, onset and rime awareness												
Demonstrate phonemic awareness of spoken word through: matching, isolating, blending, segmenting, deleting, substituting	●	●	●	●	●	●	●	●	●	●	●	●

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