

# Arizona's English Language Arts Standards Cross Walked *with the ASL Standards*

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5th Grade

Arizona’s English Language Arts Standards -5 <sup>th</sup> Grade	
Reading Standards for Literature	
Key Ideas and Details	
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Same</i>
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text. <i>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 signer in a poem reflects upon a topic; summarize the text.</i>
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). <i>Same</i>
Craft and Structure	
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <i>Determine the meaning of signs and phrases as they are used in a text, including figurative language such as metaphors, similes, and hyperboles.</i>
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <i>Same</i>
5.RL.6	Describe how a narrator’s or speaker’s point of view influences how events are described. <i>Describe how a narrator's point of view influences how events are described.</i>
Integration of Knowledge and Ideas	
5.RL.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). <i>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., cinematography, multimedia presentation of fiction, folktale, myth, poem).</i>
5.RL.8	(Not applicable to literature)

5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <i>Same</i>
Range of Reading and Level of Text Complexity <i>Range of Viewing and Level of Text Complexity</i>	
5.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. <i>By the end of the year, view and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</i>
Arizona’s English Language Arts Standards – 5 <sup>th</sup> Grade	
Reading Standards for Informational Text <i>Viewing Standards for Informational Text</i>	
Key Ideas and Details	
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Same</i>
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <i>Same</i>
5.RI.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. <i>Same</i>
Craft and Structure	
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <i>Same</i>
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. <i>Same</i>
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <i>Same</i>

Integration of Knowledge and Ideas	
5.RI.7	<p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><i>Same</i></p>
5.RI.8	<p>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> <p><i>Same</i></p>
5.RI.9	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><i>Integrate information from several texts on the same topic in order to narrate about the subject knowledgeably.</i></p>
Range of Reading and Level of Text Complexity	
5.RI.10	<p>By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p><i>By the end of the year, view and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</i></p>

Arizona’s English Language Arts Standards – 5 <sup>th</sup> Grade	
Reading Standards: Foundational Skills <i>Viewing Standards for Foundational Skills</i>	
Phonics and Word Recognition <i>Morphological Awareness</i>	
5.RF.3	<p>Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <p>a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</p> <p>b. Apply knowledge of the six syllable patterns to read grade level words accurately.</p> <p>c. Use combined knowledge of morphology to read grade level words accurately.</p> <p>d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</p> <p><i>Know and apply grade-level sign analysis skills in decoding signs.</i></p> <p><i>a. Use combined knowledge of all parameters and morphology (e.g., roots, affixes, and depiction) to accurately decode unfamiliar signs and phrases in context and out of context.</i></p>

Fluency	
5.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-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><i>View and sign on-level texts with sufficient accuracy and fluency to support comprehension.</i></p> <p><i>a. View on-level text with purpose and understanding.</i></p> <p><i>b. View and recite on-level text prose and poetry with accuracy, appropriate rate, and expression on successive viewings for both published and live texts.</i></p> <p><i>c. Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.</i></p>

Arizona’s English Language Arts Standards – 5 <sup>th</sup> Grade	
Writing Standards <i>Standards for Published Signing</i>	
Text Types and Purposes	
5.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><i>Sign opinion pieces on topics or texts, supporting a point of view with reasons and information.</i></p> <p><i>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the signer’s purpose.</i></p> <p><i>b. Provide logically ordered reasons that are supported by facts and details.</i></p> <p><i>c. Link opinion and reasons using signs, phrases, and clauses (e.g., THEREFORE, HAPPEN, SPECIFICALLY).</i></p> <p><i>d. Provide a concluding statement or section related to the opinion presented.</i></p>
5.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>

	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><i>Sign informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></p> <ul style="list-style-type: none"> <li>a. <i>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., video transition), illustrations, and multimedia when useful to aiding comprehension.</i></li> <li>b. <i>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></li> <li>c. <i>Link ideas within and across categories of information using signs, phrases, and clauses (e.g., POINT, use contrastive structure, conditionals).</i></li> <li>d. <i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></li> <li>e. <i>Provide a concluding statement or section related to the information or explanation presented.</i></li> </ul>
5.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p><i>Sign narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i></p> <ul style="list-style-type: none"> <li>a. <i>Orient the viewer by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i></li> <li>b. <i>Use narrative techniques, such as dialogue (role-shifting), description, and pacing, to develop experiences and events or show the responses of characters to situations</i></li> <li>c. <i>Use a variety of transitional signs, phrases, and clauses to manage the sequence of events.</i></li> <li>d. <i>Use concrete signs and phrases and sensory details to convey experiences and events precisely.</i></li> <li>e. <i>Provide a conclusion that follows from the narrated experiences or events.</i></li> </ul>
<p>Production and Distribution of Writing <i>Production and Distribution of Published Signing</i></p>	
5.W.4	<p>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 1–3 above.)</p> <p><i>Produce clear and coherent signing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for signing types are defined in standards 1-3 above.)</i></p>
5.W.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>

	<i>With guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, editing, re-signing, or trying a new approach. (Editing for structure should demonstrate command of Language standards 1-3 up to and including grade 5)</i>
5.W.6	<p>With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.</p> <p><i>With some guidance and support from adults, use technology, including the Internet, to produce and publish signing as well as to interact and collaborate with others; demonstrate sufficient command of video editing skills to compose a minimum of four minutes of video.</i></p>
Research to Build and Present Knowledge	
5.W.7	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.</p> <p><i>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</i></p>
5.W.8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Same</p>
5.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts.</p> <p><i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> <p><i>a. Apply grade 5 Viewing standards to 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].").</i></p> <p><i>b. Apply grade 5 Viewing standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").</i></p>
Range of Writing	

5.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><i>Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p>
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Arizona’s English Language Arts Standards – 5 <sup>th</sup> Grade	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
5.WF.1	<p>Demonstrate and apply handwriting skills.</p> <p>a. Read and write cursive letters, upper and lower case.</p> <p>b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.</p> <p><i>n/a</i></p>

Arizona’s English Language Arts Standards – 5 <sup>th</sup> Grade	
Speaking and Listening Standards <i>Discourse and Presentation Standards</i>	
Comprehension and Collaboration	
5.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</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 based on information and knowledge gained from the discussions.</p> <p><i>Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <p><i>a. Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>b. Follow agreed-upon rules for discussions and carry out assigned roles.</i></p>

	<p><i>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</i></p> <p><i>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i></p>
5.SL.2	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Summarize a text signed or information presented in diverse media and formats, live or published, including those with visual or quantitative information.</i></p>
5.SL.3	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><i>Summarize the points a signer makes and explain how each claim is supported by reasons and evidence.</i></p>
Presentation of Knowledge and Ideas	
5.SL.4	<p>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; speak clearly at an understandable pace.</p> <p><i>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; sign clearly at an understandable pace.</i></p>
5.SL.5	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><i>Include multimedia components (e.g., graphics, animation) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</i></p>
5.SL.6	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p> <p><i>Adapt sign to a variety of contexts and tasks, using formal ASL when appropriate to task and situation. (See grade 5 Language standards 1)</i></p>

Arizona’s English Language Arts Standards – 5 <sup>th</sup> Grade	
Language Standards	
Conventions of Standard English <i>Structure of American Sign Language</i>	
5.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>

	<p>d. Recognize and correct inappropriate shifts in verb tense.  e. Use correlative conjunctions (e.g., either/or, neither/nor).  f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).</p> <p><i>Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).</i></p>
5.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.  b. Use a comma to separate an introductory element from the rest of the sentence.  c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).  d. Use underlining, quotation marks, or italics to indicate titles of works.  e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><i>n/a</i></p>
Knowledge of Language	
5.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p><i>Use knowledge of language and its structure when signing and viewing (live and published).</i></p> <p><i>a. Expand, combine, and reduce sentences for meaning, viewer interest, and style.</i>  <i>b. Combine and contrast the varieties of ASL (e.g., regional accents, registers) used in stories, dramas, or poems.</i></p>
Vocabulary Acquisition and Use	
5.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

	<p><i>Determine or clarify the meaning of unknown and multiple-meaning signs, fingerspelled words, and phrases based on grade 5 viewing and content, choosing flexibly from a range of strategies.</i></p> <ul style="list-style-type: none"> <li><i>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a sign, fingerspelled word, or phrase.</i></li> <li><i>b. Use common, grade-appropriate prefixes, suffixes, non-manual markers, and iconicity of signs as clues to the meaning of a sign.</i></li> <li><i>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the production of and determine or clarify the precise meaning of key signs and phrases.</i></li> </ul>
5.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p><i>Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.</i></p> <ul style="list-style-type: none"> <li><i>a. Interpret figurative language, including similes and metaphors, in context.</i></li> <li><i>b. Use the relationship between particular signs (e.g., synonyms, antonyms, homonyms [HUNGRY/WISH]) to better understand each of the signs.</i></li> <li><i>c. Interpret sentences that use the same signs and different expressions and tones to reflect different shades of meaning.</i></li> </ul>
5.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><i>Acquire and use accurately grade-appropriate general academic and domain-specific signs, fingerspelled words, and phrases, including those that signal contrast, addition, and other logical relationships (e.g., UNDERSTAND++, BUT, B-U-T, #BUT, CAN, RESULT-WHAT-Q).</i></p>

<i>Fingerspelling and Fingerreading Standards</i>	
<b>Key Ideas</b>	
<p><i>Demonstrate understanding of ways fingerspelled signs are formed and their uses.</i></p> <ul style="list-style-type: none"> <li><i>a. Use pacing in fingerspelling to highlight a phrase in presentation or discourse for emphasis (e.g., E-V-O-L-V-E-D, B-A-W-L-E-D #EYES O-U-T).</i></li> <li><i>b. Use fingerspelled words when there are no sign equivalents (e.g., proper nouns, technology terms, vegetables).</i></li> <li><i>c. Recognize that fingerspelled words are not always for emphasis and use both the fingerspelled word and the sign interchangeably (e.g., fs-O-N-L-I-N-E/ONLINE).</i></li> </ul>	

*d. Understand that fingerspelling can use space to establish referents and/or to clarify meaning.*

***Initialized and Lexicalized Forms***

*Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.*

*a. Connect initialized forms and alphabet letters to their equivalent in English.*

***Vocabulary Acquisition and Use***

*Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.*

*a. Fingerspell longer words and phrases following correct contour as new ASL and English lexicon expands.*

*b. Recognize that some signs are compounded with signs and lexicalized fingerspelling (e.g., #SUN+GLASSES, BACK+#YARD).*

*c. Recognize that some words are fingerspelled due to domain-specific definition (e.g., H2O - fs-H-Y-D-R-O-G-E-N fs-O-X-I-D-E).*