

Voyages in English 2011
Grade 5
Correlations to NY State Standards

(Updated January 2011)

New York Grades 5–6

Core Performance Indicators: common to all four ELA standards

Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading	Grammar Section and Lesson	Writing Chapter and Lesson
Identify purpose of reading		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Use word recognition and context clues to read fluently		W4-L4; W5-L4
Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary		W4-L5
Identify signal words, such as <i>finally</i> or <i>in addition</i> , that provide clues to organizational formats such as time order		W1-CO; W1-L2; W2-L2
Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension		W4-L3
Read aloud, using inflection and intonation appropriate to text read and to audience		W6-L6
Listening		
Listen respectfully and responsively		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Identify own purpose for listening		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Recognize content-specific vocabulary or terminology		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Listen for unfamiliar words and learn their meaning		W3-L3; W5-L4; W8-L4
Speaking		
Respond respectfully		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-

		L6; W7-L6; W8-L6
Initiate communication with peers, teachers, and others in the school community		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use language and grammar appropriate to purpose for speaking		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use facial expressions and gestures that enhance communication		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Establish eye contact during presentations and group discussions		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use audible voice and pacing appropriate to content and audience		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use visual aids to support the presentation		W2-L6; W5-L6; W8-L6
Writing		
Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings		W1-L1; W1-WW; W2-L1; W2-WW; W3-L2; W3-L5 W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-W1; W6-WW; W7-L1; W7-WW; W8-L1; W8-WW
Determine the intended audience before writing		W1-L1; W1-WW; W2-L1; W2-WW; W3-L1; W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-W1; W6-WW; W7-L1; W7-WW; W8-L1; W8-WW
Use tone and language appropriate for audience and purpose		W1-L1; W1-WW; W2-L1; W2-WW; W3-L1; W3-WW; W4-L1; W4-WW; W5-L1; W5-WW; W6-W1; W6-WW; W7-L1; W7-WW; W8-L1; W8-WW
Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6; G7.1–7.11; G8.1–8.11	W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Use teacher conferences and peer review to		W1-WW; W2-WW; W3-WW; W4-WW; W5-

revise written work		WW; W6-WW; W7-WW; W8-WW
Observe the rules of punctuation, capitalization, and spelling, such as punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles	G7.10; G8.3; G8.7; G8.10	W3-L5; W3-WW; W5-L1; W5-WW; W8-L2; W8-WW
Observe the rules of punctuation, capitalization, and spelling, such as capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events	G1.1; G8.7; G8.8	W5-L1; W5-WW
Observe the rules of punctuation, capitalization, and spelling, such as spelling of commonly misspelled words, homonyms, and content-area vocabulary		W6-L4
Use correct grammatical construction in parts of speech such as nouns; adjectives and adverbs (comparative/ superlative); pronouns (indefinite/ nominative/objective); conjunctions (coordinating/ subordinating); prepositions and prepositional phrases; and interjections	G1.1–1.11; G2.1–2.11; G3.1–3.11; G4.1–4.11; G5.1–5.5; G6.1–6.6; G7.1–7.11; G8.1–8.11; G9.1–9.11	W4-L4; W7-L3
Use correct grammatical construction in simple/compound/complex sentences, using correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents	G2.9; G4.6–4.10; G7.1–7.11	W3-L4
Use signal/transitional words (e.g., <i>in addition, for example, finally, as a result, similarly, and on the other hand</i>) to provide clues to organizational format		W1-L2; W1-WW; W2-L2; W2-WW
Use dictionaries, thesauruses, and style		W1-L4; W2-L4; W4-L5; W7-WW; W8-L2

manuals		
Use word processing skills		W1-WW; W2-WW; W3-L5; W3-WW; W4-WW; W6-WW; W7-WW

GRADE-SPECIFIC PERFORMANCE INDICATORS: Grade 5

The grade-specific performance indicators that grade 5 students demonstrate as they learn to **read, write, listen, and speak** include

Reading Standard 1: Students will read, write, listen, and speak for information and understanding.	Grammar Section and Lesson	Writing Chapter and Lesson
Locate and use school and public library resources, with some direction, to acquire information		W2-L5; W3-L3; W4-L5; W5-L5; W6-CO; W7-L5; W8-L5
Use the table of contents and indexes to locate information		W8-L5
Read to collect and interpret data, facts, and ideas from multiple sources		W4-L5; W5-L5; W8-L2; W8-L5
Read the steps of a procedure in order to accomplish a task such as completing a science experiment		W2-CO; W2-L6; W2-WW
Skim material to gain an overview of content or locate specific information		W1-CO; W2-CO; W3-CO; W4-CO; W4-L3; W5-CO; W6-CO; W7-CO; W8-CO
Use text features, such as headings, captions, and titles, to understand and interpret informational texts		W8-L5
Recognize organizational formats to assist in comprehension of informational texts		W3-CO; W4-L5; W7-CO; W8-L3
Identify missing information and irrelevant information		W2-L2

Distinguish between fact and opinion		W5-L5; W5-WW; W7-CO; W7-L2
Identify information that is implied rather than stated		W7-L2
Compare and contrast information on one topic from multiple sources		W1-CO; W2-CO; W3-CO; W4-CO; W4-L3; W5-CO; W6-CO; W7-CO; W8-CO
Recognize how new information is related to prior knowledge or experience		W2-CO
Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information		W2-CO; W2-L2; W8-CO; W8-L1; W8-WW
Make inferences and draw conclusions, on the basis of information from the text, with assistance		W3-L1; W5-CO; W5-L5; W7-L2
Use information that is implied rather than stated, with assistance		W6-CO; W6-L2; W7-WW
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Read, view, and interpret literary texts from a variety of genres		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Define characteristics of different genres		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods		W5-L1; W5-L6; W5-WW
Read aloud from a variety of genres, for example, read the lines of a play or recite a poem use inflection and intonation appropriate to text read and audience		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Recognize that the same story can be told in		www.voyagesinenglish.com

different genres, such as novels, poems, or plays, with assistance		
Identify literary elements, such as setting, plot, and character, of different genres		W1-CO; W1-L1; W6-CO; W6-L2
Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning		W6-CO; W6-L3
Recognize how different authors treat similar themes		W1-CO; W6-CO;
Identify the ways in which characters change and develop throughout a story		W5-L1; W5-WW
Compare characters in literature to people in own lives		W5-L1; W5-WW; W6-L2
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Evaluate information, ideas, opinions, and themes by identifying a central idea and supporting details		W2-L6; W7-CO; W8-CO; W8-L1; W8-WW
Evaluate information, ideas, opinions, and themes by identifying details that are primary and those that are less important		W8-CO; W8-L1
Evaluate information, ideas, opinions, and themes by identifying statements of fact, opinion, and exaggeration		W5-CO; W5-L1; W5-L5; W5-WW; W7-CO; W7-L2
Evaluate information, ideas, opinions, and themes by identifying missing or unclear information		W2-L6;
Use established criteria to analyze the quality of information in text		W2-WW
Identify different perspectives, such as		W6-CO; W6-L1; W6-L2

social, cultural, ethnic, and historical, on an issue presented in one or more than one text		
Standard 4: Students will read, write, listen, and speak for social interaction.		
Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups		W1-CO; W2-CO; W3-CO; W4-CO; W5-CO; W6-CO; W7-CO; W8-CO
Respect the age, gender, position, and cultural traditions of the writer		W6-CO; W6-WW
Recognize conversational tone in friendly communication		W3-L1;
Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication		W3-L1; W3-L5; W4-L6; W6-L1; W6-L2
Writing Standard 1: Students will read, write, listen, and speak for information and understanding.		
Use at least three sources of information in writing a report, with assistance		W8-L1; W8-L2; W8-L5; W8-WW
Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities		W8-L2; W8-L3; W8-WW
State a main idea and support it with details and examples		W7-WW; W8-L1; W8-WW
Compare and contrast ideas and information from two sources		W2-CO; W4-L3; W6-L1; W8-L2; W8-WW
Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information		W8-L6; W8-WW

Adopt an organizational format, such as chronological order, that is appropriate for informational writing		W2-L1; W2-WW; W4-L2; W4-WW; W5-L2; W5-WW; W7-L1; W7-WW
Use paragraphing to organize ideas and information		W3-WW; W7-WW; W8-WW
Maintain a portfolio that includes informational writing		W2-WW; W4-WW; W5-WW; W7-WW; W8-WW
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Develop original literary texts that use organizing structures such as stanzas and chapters		W6-L5
Develop original literary texts that create a lead that attracts the reader’s interest		W1-L2; W8-L1; W8-WW
Develop original literary texts that provide a title that interests the reader		W8-WW
Develop original literary texts that develop characters and establish a plot		W1-L1; W1-WW; W6-L1; W6-L2; W6-WW
Develop original literary texts that use examples of literary devices, such as rhyme, rhythm, and simile		W6-L3; W6-L5; W6-WW
Develop original literary texts that establish consistent point of view (e.g., first or third person) with assistance		W1-L1; W1-WW; W2-L1; W2-WW
Write interpretive essays that summarize the plot		W5-L1; W5-WW
Write interpretive essays that describe the characters and how they change		W5-L1; W5-WW
Write interpretive essays that describe the setting and recognize its importance to the story		W4-L2; W4-WW; W5-L1; W5-WW

Write interpretive essays that draw a conclusion about the work		W5-L1; W5-WW
Write interpretive essays that interpret the impact of literary devices, such as simile and personification		W6-L3; W6-WW
Write interpretive essays that recognize the impact of rhythm and rhyme in poems		W6-L5
Respond to literature, connecting the response to personal experience		W1-CO; W5-L1; W5-WW
Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts		W1-L1; W1-WW; W6-WW
Maintain a writing portfolio that includes literary, interpretive, and responsive writing		W1-WW; W4-WW; W5-WW
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Use strategies, such as note taking, semantic webbing or mapping, to plan and organize writing		W1-WW; W2-WW; W3-WW; W4-WW; W5-WW; W6-WW; W7-WW; W8-WW
Use supporting evidence from text to evaluate ideas, information, themes, or experiences		W2-CO; W4-CO; W5-CO; W5-WW; W7-CO
Analyze the impact of an event or issue from personal and peer group perspectives		W7-L6; W7-WW
Analyze literary elements in order to evaluate the quality of ideas and information in text		W4-CO; W5-CO; W5-WW; W6-CO;
Use information and ideas from other subject areas and personal experiences to form and express opinions		W5-CO; W5-L1; W5-L5; W5-WW; W7-L6; W7-WW

Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance		W4-L3; W8-L3
Use precise vocabulary in writing analysis and evaluation, with assistance		W1-L5; W5-L5
Maintain a writing portfolio that includes writing for critical analysis and evaluation		W5-WW
Standard 4: Students will read, write, listen, and speak for social interaction.		
Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups		W3-L1; W3-L5; W3-WW
Respect the age, gender, social position, and cultural traditions of the recipient		W3-L5; W3-WW; W6-L6
Develop a personal voice that enables the reader to get to know the writer		W3-L1; W3-L5; W3-WW
Write personal reactions to experiences and events, using a form of social communication		W3-L5; W3-WW; W4-L6
Maintain a portfolio that includes writing for social communication		W3-L5; W3-WW
Listening Standard 1: Students will read, write, listen, and speak for information and understanding.		
Follow instructions that provide information about a task or assignment		W2-L1; W2-L6; W2-WW
Identify essential details for note taking		W4-L6; W8-L2
Distinguish between fact and opinion		W5-L5; W7-CO; W7-L6
Identify information that is implicit rather than stated		W3-L1; W7-L2; W7-L6
Connect new information to prior knowledge		W2-CO; W3-L1; W3-L5

or experience		
Standard 2: Students will read, write, listen, and speak for literary response and expression.		
Distinguish different genres, such as story, biography, poem, or play, with assistance		W1-CO; W6-CO; W6-L5
Identify a character's motivation		W5-L1; W5-WW; W6-L2; W6-WW
Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts		W6-L3; W6-WW
Use personal experience and prior knowledge to interpret and respond to literary texts and performances		W1-CO; W5-CO; W5-WW
Identify cultural and historical influences in texts and performances, with assistance		W6-CO; W6-L2
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Recognize and use the perspective of others to analyze presentations		W4-L6; W6-L6; W7-L6
Use prior knowledge and experiences to analyze the content of presentations		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance		W5-L6; W5-WW; W7-L6; W7-WW
Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Standard 4: Students will read, write, listen,		

and speak for social interaction .		
Respect the age, gender, position, and cultural traditions of the speaker		W3-L6; W6-L6
Recognize friendly communication on the basis of volume and tone of the speaker's voice		W3-L6
Recognize that social communication may include informal language, such as jargon		W3-L6; W4-L6; W6-L6
Recognize the meaning of the speaker's nonverbal cues		W2-L6; W6-L6
Speaking Standard 1: Students will read, write, listen, and speak for information and understanding .		
Ask probing questions		W1-L6
Interview peers		W3-L6
Share information from personal experience		W1-L6; W4-L6
Share information from a variety of texts		W2-CO; W5-L6; W6-L1; W6-L2
State a main idea and support it with facts, details, and examples		W2-L6; W5-L6; W7-L6
Compare and contrast information		W1-CO; W2-CO; W3-CO; W4-CO; W4-L3; W5-CO; W6-CO; W7-CO; W8-CO
Present reports of approximately five minutes for teachers and peers		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Summarize main points		W2-CO; W3-L6; W7-L6
Use notes, outlines, and visual aids appropriate to the presentation		W1-L6; W2-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Standard 2: Students will read, write, listen, and speak for literary response and expression .		
Present original works, such as stories,		W1-L6; W2-L6; W3-L6; W4-L6; W5-

poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience		L6; W6-L6; W7-L6; W8-L6
Share book reviews		W5-L6
Summarize the plot and describe the motivation of characters		W5-L6
Connect a personal response to literature to prior experience or knowledge		W5-L6
Recognize the importance of cultural and historical characteristics in texts and performances		W6-CO; W6-L2; W6-WW
Ask questions and respond to questions for clarification		W1-L6; W3-L6; W4-L6; W5-L6; W6-L6; W7-L6; W8-L6
Use notes or outlines appropriately in presentations		W1-L6; W5-L6
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.		
Ask questions and respond to questions for clarification		W1-L6; W2-L6; W5-L6; W7-L1
Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements		W5-L6; W7-L1; W7-L6
Analyze an event or issue by using role play as a strategy		W4-L6; W7-L2
Use information and ideas from personal experiences to form and express opinions and judgments		W5-L6; W7-L2; W7-L6
Use notes or outlines appropriately in presentations		W2-L6; W5-L6; W7-L6
Standard 4: Students will read, write, listen, and speak for social interaction.		

Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other		W3-L1; W3-L5; W3-WW
Use the informal language of social communication		W3-L1; W3-L5; W3-WW
Respect the age, gender, position, culture, and interests of the listener		W3-L1; W3-L5; W3-WW
Use the rules of conversation, such as avoid interrupting and respond respectfully		W1-L6; W3-L6