

New York Arts Education Curriculum Matrix for English Language Arts

New York English Language Arts Learning Standards/Performance Indicators Grade 5	Curriculum Survey of Essential Skills National Rankings	NY State Testing Program Grade 5	Visual Arts	Dance	Music	Theatre
Reading						
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 5 students demonstrate as they learn to read include						
Standard 1: Students will read, write, listen, and speak for information and understanding.						
<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information 	e3 e28	H	H	H	H	H
<ul style="list-style-type: none"> • Use the table of contents and indexes to locate information 	e3	H	H	H	H	H
<ul style="list-style-type: none"> • Read to collect and interpret data, facts, and ideas from multiple sources 	e2 e15 e24	H	H	H	H	H
<ul style="list-style-type: none"> • Read the steps in a procedure in order to accomplish a task such as completing a science experiment 	e6	H	H	H	H	H
<ul style="list-style-type: none"> • Skim material to gain an overview of content or locate specific information 	e52	H	H	H	H	H
<ul style="list-style-type: none"> • Use text features, such as headings, captions, and titles, to understand and interpret informational texts 	e29 e52 e56	H	H	H	H	H
<ul style="list-style-type: none"> • Recognize organizational formats to assist in comprehension of informational texts 	e29 e52 e56	H	H	H	H	H
<ul style="list-style-type: none"> • Identify missing information and irrelevant information 	e18	H	H	H	H	H
<ul style="list-style-type: none"> • Distinguish between fact and opinion 	e18	H	H	H	H	H

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• Identify information that is implied rather than stated	e24	H	H	H	H	H
• Compare and contrast information on one topic from multiple sources	e39 e44	H	H	H	H	H
• Recognize how new information is related to prior knowledge or experience	e24	H	H	H	H	H
• Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information	e49	H	H	H	H	H
• Make inferences and draw conclusions, on the basis of information from the text, with assistance	e24 e46	H	H	H	H	H
• Identify information that is implied rather than stated, with assistance	46	H	H	H	H	H
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	e72	H	H	H	H	H
• Define characteristics of different genres	e72	H	H	H	H	H
• Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods	NA	H	H	H	H	H
• 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	e61 e75 e84 e92	H	H	H	H	H
• Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance	e75 e97	H	H	H	H	H
• Identify literary elements, such as setting, plot, and character, of different genres	e72	H	H	H	H	H