

Grade/ Standard	Reading Foundational	Reading Literature	Reading Informational	Writing	Wtng H/SS/T	Speaking & Listening	Language
5.1		<p>RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> o 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. o B. Provide logically ordered reasons that are supported by facts and details. o C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). o D. Provide a concluding statement or section related to the opinion presented. 	<p>Embedded within the K-5 standard</p>	<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> <ul style="list-style-type: none"> o 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. o B. Follow agreed-upon rules for discussions and carry out assigned roles. o C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. o D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. o B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. o C. Use verb tense to convey various times, sequences, states, and conditions. o D. Recognize and correct inappropriate shifts in verb tense.* o E. Use correlative conjunctions (e.g., either/or, neither/nor).

5.2		<p>RL.5.2. 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 speaker in a poem reflects upon a topic; summarize the text.</p>	<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> o 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. o B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. o C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). o D. Use precise language and domain-specific vocabulary to inform about or explain the topic. o E. Provide a concluding statement or section related to the information or explanation presented. 	<p>Embedded within the K-5 standard</p>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o A. Use punctuation to separate items in a series.* o B. Use a comma to separate an introductory element from the rest of the sentence. o 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?). o D. Use underlining, quotation marks, or italics to indicate titles of works. o E. Spell grade-appropriate words correctly, consulting references as needed.
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5.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RL.5.3. 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).</p>	<p>RI.5.3. 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.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>o 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>o C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>o D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>o E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Embedded within the K-5 standard</p>	<p>Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>o A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>o B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
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5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-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, re-reading as necessary.</p>	<p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)</p>	<p>RI.5.4. Determine the meaning of general academic and domainspecific words and phrases in a text relevant to a grade 5 topics or subject area. (See grade 5 Language standards 4-6 for additional expectations.)</p>	<p>Produce clear and coherent writing (including multipleparagraph texts) 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>	Embedded within the K-5 standard	<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>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.</p> <p>b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</p>	<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>o A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>o B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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 and to identify alternate word choices in all content areas.</p>
5.5		<p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<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.</p>	Embedded within the K-5 standard	<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>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>o A. Interpret figurative language, including similes and metaphors, in context.</p> <p>o B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>o C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>

5.6		RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	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 to type a minimum of two pages in a single sitting.	Embedded within the K-5 standard	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	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).
5.7		RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RI.5.7. 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.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Embedded within the K-5 standard		
5.8		Standard is Not applicable To Reading Literature	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	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.	Embedded within the K-5 standard		

5.9		<p>RL.5.9. 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.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> o A. Apply grade 5 Reading 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+”). o B. Apply grade 5 Reading 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 o point*s+”). 	Embedded within the K-5 standard		
5.10		<p>RL.5.10. 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.5.10. By the end of the year, read 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.</p>	<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 disciplinespecific tasks, purposes, and audiences.</p>	Embedded within the K-5 standard		