

Grade 5

Adopted 2023

Foundational Reading

Phonics Decoding (Word Reading)

PD. Decode words, using knowledge of Greek combining forms and connectives. **5.FR.1.PD**

Phonics Encoding (Word Writing)

PE. Encode words, using knowledge of Greek combining forms with the use of connectives as needed. **5.FR.2.PE**

Handwriting

H. Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness with increasing stamina. **5.FR.3.H**

Fluency

F. Orally read texts with accuracy, automaticity, and expression, at an appropriate rate to support comprehension, self-correcting as necessary. **5.FR.4.F**

Reading Comprehension

Reading Fundamentals

RF. Ask questions about key details in a text. **5.RC.1.RF**

RF. Answer explicit and inferential questions, using details from a text. **5.RC.2.RF**

RF. Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic. **5.RC.3.RF**

RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. **5.RC.4.RF**

RF. Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text. **5.RC.5.RF**

RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. **5.RC.6.RF**

Reading Literature

- RL. Describe how a character's traits, motivations, and feelings contribute to the sequence of events. [5.RC.7.RL](#)
- RL. Analyze how one element of the plot was developed over the course of a text (e.g., how the problem was created, grew, changed, and was resolved). [5.RC.8.RL](#)
- RL. Identify text evidence that supports the theme. [5.RC.9.RL](#)
- RL. Compare and contrast similar themes of two or more texts of the same genre. [5.RC.10.RL](#)
- RL. Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone. [5.RC.11.RL](#)
- RL. Explain how point of view and /or perspective influence how events are described. [5.RC.12.RL](#)
- RL. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. [5.RC.13.RL](#)

Reading Information

- RI. Identify which reasons and evidence an author uses to support which points. [5.RC.14.RI](#)
- RI. Integrate information from several texts on the same topic when writing or speaking about the topic. [5.RC.15.RI](#)
- RI. Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution). [5.RC.16.RI](#)
- RI. Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support the meaning and tone of a text. [5.RC.17.RI](#)
- RI. Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented. [5.RC.18.RI](#)

Vocabulary

1. Determine or clarify the meaning of words and phrases in a text read aloud or independently. **5.V.1**
2. Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text). **5.V.2**
3. Consult reference materials to clarify pronunciation and/or precise meaning of words. **5.V.3**
4. Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words. **5.V.4**
5. Identify the difference between the denotation and connotation of a word or phrase in context. **5.V.5**
6. Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification. **5.V.6**
7. Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis). **5.V.7**

Writing

Style

- S. Write an argument to persuade the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant evidence from sources. **5.W.1.S**
- S. Write informative or explanatory pieces, using multiple sources to examine a topic. **5.W.2.S**
- S. Write a narrative, incorporating literary elements (characters, plot, setting, conflict, and dialogue) and strong voice. **5.W.3.S**

Production

- P. Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions. **5.W.4.P**
 - P. Organize writing logically, constructing an introduction, body, and conclusion. **5.W.5.P**
 - P. Use transitional words, phrases, and clauses to connect ideas. **5.W.6.P**
 - P. Plan and revise writing by expanding or combining sentences for meaning, interest, and style. **5.W.7.P**
 - P. Edit writing to include K-5 language conventions for publishing. **5.W.8.P**
 - P. Conduct short research, using quotations and summaries from relevant sources or experiences to produce a written product. **5.W.9.P**
 - P. Take notes, sort evidence into categories, and include a list of sources. **5.W.10.P**
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Collaborative Communication

Oral Language

- OL. Participate in collaborative conversations, following class-created discussion guidelines to expand upon conversations. [5.CC.1.0L](#)
 - OL. Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence. [5.CC.2.0L](#)
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Presentation

- P. Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace. [5.CC.3.P](#)
 - P. Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting. [5.CC.4.P](#)
 - P. Speak audibly, using standard English as appropriate to the task and/or situation. [5.CC.5.P](#)
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Language

Structures

- S. Use relative pronouns (e.g., who, which, that, whose, whom). [5.L.1.S](#)
 - S. Use demonstrative adjectives (e.g., this, that, these, those). [5.L.2.S](#)
 - S. Use verb tense to convey various times, sequences, states, and conditions. [5.L.3.S](#)
 - S. Use forms of be (e.g., am, is, are, was, were). [5.L.4.S](#)
 - S. Use subject/verb agreement. [5.L.5.S](#)
 - S. Use comparative and superlative adverbs (e.g., worse, worst). [5.L.6.S](#)
 - S. Use conjunctions to produce compound and complex sentences. [5.L.7.S](#)
 - S. Use correlative conjunctions (e.g., either/or; neither/nor). [5.L.8.S](#)
 - S. Use prepositional phrases as adjectives (e.g., The house on the left...). [5.L.9.S](#)
 - S. Produce a variety of simple, compound, and complex sentences. [5.L.10.S](#)
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Conventions

- C. Use correct capitalization. [5.L.11.C](#)
- C. Capitalize dialogue. [5.L.12.C](#)
- C. Use end marks in dialogue. [5.L.13.C](#)
- C. Use end marks in quotations. [5.L.14.C](#)
- C. Use commas in dialogue. [5.L.15.C](#)
- C. Use commas in quotations from a text. [5.L.16.C](#)
- C. Use commas to separate an introductory element. [5.L.17.C](#)
- C. Use commas with words "yes" and "no." [5.L.18.C](#)
- C. Use quotation marks in dialogue. [5.L.19.C](#)
- C. Use quotation marks in quotations from a text. [5.L.20.C](#)