

Grade 5

Adopted 2019

Reading Foundational Skills

Print Concepts

1. No Print Concepts standard for grade 5. [RF.5.1](#)
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Phonological Awareness

2. No Phonological Awareness standard for grade 5. [RF.5.2](#)
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Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3](#)
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words. [RF.5.3.A](#)
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Fluency

4. Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. [RF.5.4](#)
 - a. Read grade-level text with purpose and understanding. [RF.5.4.A](#)
 - b. Fluently read grade-level prose and poetry orally on successive readings. [RF.5.4.B](#)
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4.C](#)
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Reading Standards for Literature

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1](#)
2. Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking. [RL.5.2](#)
3. Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text. [RL.5.3](#)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning. **RL.5.4**
5. Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures. **RL.5.5**
6. Describe how a narrator's or speaker's perspective influences how events are described. **RL.5.6**

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. **RL.5.7**
8. Not applicable to literature. **RL.5.8**
9. Compare/contrast stories in the same genre on their approaches to similar themes and topics. **RL.5.9**

Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. **RL.5.10**

Reading Standards for Informational Text**Key Ideas and Details**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.1**
2. Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking. **RI.5.2**
3. Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text. **RI.5.3**

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning. **RI.5.4**
5. Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts. **RI.5.5**
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. **RI.5.6**

Integration of Knowledge and Ideas

7. Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **RI.5.7**
8. Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s). **RI.5.8**
9. Integrate information from several texts on the same theme or topic. **RI.5.9**

Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. **RI.5.10**
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Composition

Text Types and Purposes

1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. **C.5.1**
 - a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **C.5.1.A**
 - b. 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. **C.5.1.B**
 - c. Provide logically ordered reasons that are supported by facts and details. **C.5.1.C**
 - d. Use grade-appropriate transitions. **C.5.1.D**
 - e. Provide a concluding section. **C.5.1.E**
 - f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. **C.5.1.F**
2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. **C.5.2**
 - a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **C.5.2.A**
 - b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. **C.5.2.B**
 - c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. **C.5.2.C**
 - d. Use grade-appropriate conjunctions to develop text structure within sentences. **C.5.2.D**
 - e. Use grade-appropriate transitions to develop text structure across paragraphs. **C.5.2.E**
 - f. Use precise language and domain-specific vocabulary to inform about or explain the topic. **C.5.2.F**
 - g. Provide a concluding section. **C.5.2.G**
 - h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. **C.5.2.H**
3. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. **C.5.3**
 - a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **C.5.3.A**
 - b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular

structure. **C.5.3.B**

- c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. **C.5.3.C**
- d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. **C.5.3.D**
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely. **C.5.3.E**
- f. Provide a conclusion that follows the narrated experiences or events. **C.5.3.F**
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. **C.5.3.G**

Production and Distribution

- 4. With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. **C.5.4**

Research to Build and Present Knowledge

- 5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **C.5.5**
- 6. Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources. **C.5.6**

Range of Writing

- 7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. **C.5.7**
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Language

Conventions of Standard English

1. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. **L.5.1**
 - a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. **L.5.1.A**
 - b. Use the perfect verb tenses. **L.5.1.B**
 - c. Use verb tense to convey various times, sequences, states and conditions. **L.5.1.C**
 - d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. **L.5.1.D**
 - e. Use correlative conjunctions. **L.5.1.E**
2. When writing: **L.5.2**
 - a. Use punctuation to separate items in a series. **L.5.2.A**
 - b. Use a comma to separate an introductory element from the rest of the sentence. **L.5.2.B**
 - c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. **L.5.2.C**
 - d. Use underlining, quotation marks or italics to indicate titles of works. **L.5.2.D**
 - e. Use strategies and resources (print and electronic) to identify and correct spelling errors. **L.5.2.E**

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading or listening. **L.5.3**
 - a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. **L.5.3.A**
 - b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems. **L.5.3.B**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. **L.5.4**
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **L.5.4.A**
 - b. Use common affixes and roots as clues to the meaning of a word. **L.5.4.B**
 - c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.5.4.C**
 - d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships. **L.5.4.D**
5. Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. **L.5.5**
 - a. Interpret figurative language, including similes and metaphors, in context. **L.5.5.A**
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs. **L.5.5.B**
 - c. Demonstrate understanding of words by relating them to their synonyms and antonyms. **L.5.5.C**