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| **5th Grade Standards** | | |
| **Key Ideas and Details:** | | |
| R.L | 1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.L | 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. |
| R.L | 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). |
| **Craft and Structure** | | |
| R.L | 4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| R.L | 5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| R.L | 6 | Describe how a narrator’s or speaker’s point of view influences how events are described. |
| **Integration of Knowledge and Ideas** | | |
| R.L | 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). |
| R.L | 9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **Range of Reading and Complexity of Text** | | |
| R.L | 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. |
| **Key Ideas and Details** | | |
| R.I | 1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.I | 2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| R.I | 3 | Explain the relationship 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. |
| **Craft and Structure** | | |
| R.I | 4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| R.I | 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. |
| R.I | 6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **Integration of Knowledge and Ideas** | | |
| R.I | 7 | Draw on information from multiple print or digital sources, demonstrating the to locate an answer to a question quickly or to solve a problem efficiently. |
| R.I | 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). |
| R.I | 9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| R.I | 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. |
| **Phonics and Word Recognition** | | |
| R.F | 3 | Know and apply grade-level phonics and word analysis skills in decoding words |
| R.F | 3.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. |
| **Fluency** | | |
| R.F | 4 | Read with sufficient accuracy and fluency to support comprehension. |
| R.F | 4.a | Read grade-level text with purpose and understanding. |
| R.F | 4.b | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |
| R.F | 4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **Text Types and Purposes** | | |
| W | 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| W | 1.a | CC.5.W.1.a Text Types and Purposes: 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. |
| W | 1.b | CC.5.W.1.b Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details. |
| W | 1.c | CC.5.W.1.c Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| W | 1.d | CC.5.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented. |
| W | 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| W | 2.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. |
| W | 2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| W | 2.c | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| W | 2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| W | 2.e | Provide a concluding statement or section related to the information or explanation presented. |
| W | 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| W | 3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| W | 3.b | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| W | 3.c | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| W | 3.d | CC.5.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| W | 3.e | Provide a conclusion that follows from the narrated experiences or events. |
| **Production and Distribution of Writing** | | |
| W | 4 | Produce clear and coherent writing 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.) |
| W | 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 5 on page 29.) |
| W | 6 | 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. |
| **Research to Build and Present Knowledge** | | |
| W | 7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| W | 8 | 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. |
| W | 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W | 9.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]”). |
| W | 9.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 point[s]”). |
| **Range of Writing** | | |
| W | 10 | 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 discipline-specific tasks, purposes, and audiences. |
| **Comprehension and Collaboration** | | |
| SL | 1 | 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. |
| SL | 1.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. |
| SL | 1.b | Follow agreed-upon rules for discussions and carry out assigned roles. |
| SL | 1.c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| SL | 1.d | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| SL | 2 | Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| SL | 3 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| **Presentation of Knowledge and Ideas** | | |
| SL | 4 | 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. |
| SL | 5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| SL | 6 | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) |
| **Conventions of Standard English** | | |
| L | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L | 1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| L | 1.b | Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |
| L | 1.c | Use verb tense to convey various times, sequences, states, and conditions. |
| L | 1.d | Recognize and correct inappropriate shifts in verb tense.\* |
| L | 1.e | Use correlative conjunctions (e.g., either/or, neither/nor). |
| L | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L | 2.a | Use punctuation to separate items in a series.\* |
| L | 2.b | Use a comma to separate an introductory element from the rest of the sentence. |
| L | 2.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?). |
| L | 2.d | Use underlining, quotation marks, or italics to indicate titles of works. |
| L | 2.e | Spell grade-appropriate words correctly, consulting references as needed. |
| **Knowledge of Language** | | |
| L | 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L | 3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| L | 3.b | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| **Vocabulary Acquisition and Use** | | |
| L | 4 | 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. |
| L | 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 | 4.b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |
| L | 4.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. |
| L | 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L | 5.a | Interpret figurative language, including similes and metaphors, in context. |
| L | 5.b | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| L | 5.c | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| L | 6 | 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). |