

Grade 5

Reading Standards for Literature

Key Ideas and Details

- 1 Identify words in the text to answer a question about explicit information. [EE.RL.5.1](#)
- 2 Identify the central idea or theme of a story, drama or poem. [EE.RL.5.2](#)
- 3 Compare two characters in a familiar story. [EE.RL.5.3](#)

Craft and Structure

- 4 Determine the intended meaning of multimeaning words in a text. [EE.RL.5.4](#)
- 5 Identify a story element that undergoes change from beginning to end. [EE.RL.5.5](#)
- 6 Determine the point of view of the narrator. [EE.RL.5.6](#)

Integration of Knowledge and Ideas

- 7 Identify illustrations, tactual or multimedia elements that add to understanding of a text. [EE.RL.5.7](#)
- 9 Compare stories, myths, or texts with similar topics or themes. [EE.RL.5.9](#)

Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems. [EE.RL.5.10](#)

Reading Standards for Informational Text

Key Ideas and Details

- 1 Identify words in the text to answer a question about explicit information. [EE.RI.5.1](#)
- 2 Identify the main idea of a text when it is not explicitly stated. [EE.RI.5.2](#)
- 3 Compare two individuals, events, or ideas in a text. [EE.RI.5.3](#)

Craft and Structure

- 4 Determine the meanings of domain- specific words and phrases. [EE.RI.5.4](#)
- 5 Determine if a text tells about events, gives directions, or provides information on a topic. [EE.RI.5.5](#)
- 6 Compare two books on the same topic. [EE.RI.5.6](#)

Integration of Knowledge and Ideas

- 7 Locate information in print or digital sources. [EE.RI.5.7](#)

- 8 Identify the relationship between a specific point and supporting reasons in an informational text. [EE.RI.5.8](#)
- 9 Compare and contrast details gained from two texts on the same topic. [EE.RI.5.9](#)

Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts. [EE.RI.5.10](#)

Reading and Writing Standards: Foundational Skills

Phonics and Word Recognition

- 3 Use letter-sound knowledge to read words. [EE.RF.5.3](#)
 - a Read common sight words and decode single syllable words. [EE.RF.5.3.A](#)

Fluency

- 4 Read words in text. [EE.RF.5.4](#)
 - a Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [EE.RF.5.4.A](#)
 - c Use context to confirm or self-correct word recognition when reading. [EE.RF.5.4.C](#)

Writing

Text Types and Purposes

- 1 Write opinions about topics or text. [EE.W.5.1](#)
 - a Introduce a topic or text and state an opinion about it. [EE.W.5.1.A](#)
 - b Provide reasons to support the opinion. [EE.W.5.1.B](#)
- 2 Write to share information supported by details. [EE.W.5.2](#)
 - a Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. [EE.W.5.2.A](#)
 - b Provide facts, details, or other information related to the topic. [EE.W.5.2.B](#)
- 3 Write about events or personal experiences. [EE.W.5.3](#)
 - a Write about an experience or event including three or more events in sequence. [EE.W.5.3.A](#)

Production and Distribution of Writing

- 4 Produce writing that is appropriate for an explicitly stated task or purpose. [EE.W.5.4](#)
- 5 With guidance and support from adults and peers, plan before writing and revise own writing. [EE.W.5.5](#)
- 6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. [EE.W.5.6](#)

Research to Build and Present Knowledge

- 7 Conduct short research projects using two or more sources. [EE.W.5.7](#)

- 8 Gather and sort relevant information on a topic from print or digital sources into given categories. [EE.W.5.8](#)
 - 9 Use information from literary and informational text to support writing. [EE.W.5.9](#)
 - a Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”). [EE.W.5.9.A](#)
 - b Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”). [EE.W.5.9.B](#)
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Range of Writing

- 10 Write routinely for a variety of tasks, purposes, and audiences. [EE.W.5.10](#)
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Speaking and Listening

Comprehension and Collaboration

- 1 Engage in collaborative discussions. [EE.SL.5.1](#)
 - a Come to discussion prepared to share information. [EE.SL.5.1.A](#)
 - b Carry out assigned role in a discussion. [EE.SL.5.1.B](#)
 - c Ask questions related to information in a discussion. [EE.SL.5.1.C](#)
 - d Make comments that contribute to the discussion and link to the remarks of others. [EE.SL.5.1.D](#)
 - 2 Identify the explicitly stated main idea of a text presented orally or through other media. [EE.SL.5.2](#)
 - 3 Identify the reasons and evidence supporting a specific point. [EE.SL.5.3](#)
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Presentation of Knowledge and Ideas

- 4 Report on a familiar topic or text or present an opinion including related facts. [EE.SL.5.4](#)
 - 5 Select or create audio recordings and visual/tactile displays to enhance a presentation. [EE.SL.5.5](#)
 - 6 Differentiate between contexts that require formal and informal communication. [EE.SL.5.6](#)
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Language

Conventions of Standard English

- 1 Demonstrate standard English grammar and usage when communicating. [EE.L.5.1](#)
 - b Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, and told). [EE.L.5.1.B](#)
 - c Use frequently occurring conjunctions: and, but, or, for, because. [EE.L.5.1.C](#)
 - 2 Demonstrate understanding of conventions of standard English. [EE.L.5.2](#)
 - e Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns. [EE.L.5.2.E](#)
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Knowledge of Language

3 Use language to achieve desired meaning when communicating. **EE.L.5.3**

a Communicate using complete sentences when asked. **EE.L.5.3.A**

Vocabulary Acquisition and Use

4 Demonstrate knowledge of word meanings. **EE.L.5.4**

a Use sentence level context to determine which word is missing from a content area text. **EE.L.5.4.A**

b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). **EE.L.5.4.B**

5 Demonstrate understanding of word relationship and use. **EE.L.5.5**

a Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.). **EE.L.5.5.A**

c Demonstrate understanding of words that have similar meanings. **EE.L.5.5.C**

6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words. **EE.L.5.6**