

Grade 5

Reading Foundational Skills **RF**

Print Concepts

- 1 No Print Concepts Standard for grade 5. **RF.5.1**

Phonological Awareness

- 2 No Phonological Awareness Standard for grade 5. **RF.5.2**

Phonics and Word Recognition

- 3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. **RF.5.3**
 - a Use combined knowledge of all phoneme-grapheme correspondences, syllabication patterns and morphology to accurately decode and encode unfamiliar multisyllabic words. **RF.5.3.A**

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**

Reading Standards for Literature **RL**

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 and 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 figurative and connotative meanings, and analyze how those words and phrases shape meaning. **RL.5.4**

- 5 Compare and contrast the overall structure of events, ideas, concepts or information in two or more literary texts (e.g., stories, poems or dramas). [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 and 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 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. [RL.5.10](#)

Reading Standards for Informational Text [RI](#)

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 and 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 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. **RI.5.10**
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Composition **C**

Text Types and Purpose

- 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 to connect sentences and paragraphs. **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 in sentences and 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**

Text Types and Purpose

- 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**
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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**
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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**
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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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- 1 When writing or speaking, demonstrate command of the conventions of General American 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
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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
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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