English Language Arts: Grade 5

Reading: Literature RL

1a Refer to details and examples in a text when explaining what the text says explicitly. LC.RL.5.1A

1b Refer to specific text evidence to support inferences, interpretations, or conclusions. LC.RL.5.1B

2a Summarize a portion of text such as a paragraph or a chapter. LC.RL.5.2A

2b Summarize a text from beginning to end in a few sentences. LC.RL.5.2B

2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. LC.RL.5.2C

3a Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. LC.RL.5.3A

3b 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). LC.RL.5.3B

4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. LC.RL.5.4

5a Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text. LC.RL.5.5A

5b Explain how a series of chapters fits together to provide the overall structure of a particular text. LC.RL.5.5B

6a Describe how a narrator's or speaker's point of view influences how events are described. LC.RL.5.6A

6b Explain how the description of characters, setting, or events might change if the person telling the story changed. LC.RL.5.6B

Skip to main content

Interpret the meaning of metaphors and similes to help explain the setting within a text. LC.RL.5.6C

	6d Interpret the meaning of metaphors and similes to help determine the mood within a text. LC.RL.5.6D
	7 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). LC.RL.5.7
	9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. LC.RL.5.9
	10a Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction. LC.RL.5.10A
	10b Use a variety of strategies to derive meaning from a variety of print and non-print literary texts. LC.RL.5.10B
Reading: Informational Text RI	**1a** Quote accurately from a text when explaining what the text says explicitly. LC.RI.5.1A
	1b Quote accurately from a text to support inferences. LC.RI.5.1B
	2a Determine the main idea, and identify key details to support the main idea. LC.RI.5.2A
	2b Summarize the text or a portion of the text read, read aloud, or presented in diverse media. LC.RI.5.2B
	3a Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. LC.RI.5.3A
	3b Explain the relationships 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. LC.RI.5.3B
	3c Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts. LC.RI.5.3C
	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. LC.RI.5.4
	5a Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result). LC.RI.5.5A
	5b Use signal words to identify common types of text structures. LC.RI.5.5B
	5c 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. LC.RI.5.5C

Skip to main content

	6 Note important similarities and differences in the point of view of multiple accounts of the same event or topic. LC.RI.5.6
	7a Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. LC.RI.5.7A
	7b Refer to multiple print or digital sources as support for inferences (e.g., how did you know?). LC.RI.5.7B
	8a Explain how an author uses reasons and evidence to support particular points in a text. LC.RI.5.8A
	8b Identify reasons and evidence that support an author's point(s) in a text. LC.RI.5.8B
	8c Identify the author's stated thesis/claim/opinion. LC.RI.5.8d Identify evidence the author uses to support stated thesis/claim/opinion. LC.RI.5.8C
	9a Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?). LC.RI.5.9A
	9b Integrate information on a topic from multiple sources to answer a question or support a focus or opinion. LC.RI.5.9B
	10a Read or be read to a variety of informational texts or adapted texts. LC.RI.5.10A
	10b Use a variety of strategies to derive meaning from a variety of print and non-print informational texts. LC.RI.5.10B
Reading: Foundational Skills RF	**3** Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context. LC.RF.5.3
	4 Use context to confirm or self-correct word recognition. LC.RF.5.4
Writing W	**1a** Produce an opinion piece which has an introduction that states an opinion and has an organizational structure in which ideas are logically grouped to support the writer's opinion. LC.W.5.1A
	1b Provide relevant facts to support the reasons and stated opinion. LC.W.5.1B
	1c Link opinion and reasons using words and phrases. LC.W.5.1C
	1d Provide a concluding statement or section related to the opinion presented. LC.W.5.1D
	2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic. LC.W.5.2A

Skip to main content

2b Group related information logically. LC.W.5.2B

2c Develop the topic (i.e., add additional information related to the topic) with facts, definitions, concrete details, quotations, or other information and examples. LC.W.5.2C

2d Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic. LC.W.5.2D

2e Use transitional words and phrases to connect ideas. LC.W.5.2E

2f Use precise language and domain-specific vocabulary to inform about or explain the topic. LC.W.5.2F

2g Provide a concluding statement or section related to the information presented. LC.W.5.2G

3a Produce a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters. LC.W.5.3A

3b Organize an event so that it unfolds naturally. LC.W.5.3B

3c When appropriate use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. LC.W.5.3C

3d Use transitional words and phrases to manage the sequence of events. LC.W.5.3D

3e Use concrete words and phrases and sensory details to convey experiences and events precisely. LC.W.5.3E

3f Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events. LC.W.5.3F

4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader). LC.W.5.4

5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). LC.W.5.5A

5b With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent product, strengthen an opinion piece by adding another reason, fix incorrect spelling). LC.W.5.5B

6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing). LC.W.5.6

Skip to main content

	7	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). LC.W.5.7
	8a	Recall relevant information from experiences to use in permanent products. LC.W.5.8A
	8b	Gather information (e.g., highlight in text, quote or paraphrase from a source) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic. LC.W.5.8B
	8c	Sort evidence collected from print and/or digital sources into provided categories. LC.W.5.8C
	8d	Provide a list of sources that contributed to the creation of a permanent product. LC.W.5.8D
	9	Provide evidence from texts when producing permanent products. LC.W.5.9
Speaking & Listening SL	1a	Make appropriate comments that contribute to a collaborative discussion. LC.SL.5.1A
	1b	Review the key ideas expressed within a collaborative discussion. LC.SL.5.1B
	2a	Determine the narrative point of view of a text read, read aloud, or viewed. LC.SL.5.2A
	2b	Summarize the text or a portion of the text read, read aloud, or presented in diverse media. LC.SL.5.2B
	3a	Identify a speaker's points or claims. LC.SL.5.3A
	3b	Summarize the points a speaker makes. LC.SL.5.3B
	3c	Identify reasons and evidence that a speaker provides to support points or claims. LC.SL.5.3C
	3d	Explain how at least one claim in a discussion is supported by reasons and evidence. LC.SL.5.3D
	4a	Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details. LC.SL.5.4A
	4b	Elaborate on each fact or opinion given in support of a claim with relevant details. LC.SL.5.4B
	5a	Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic. LC.SL.5.5A

Skip to main content

	5b Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme. LC.SL.5.5B
Language L	**1a** Use appropriate verb tense to convey times, sequence, state, and condition. LC.L.5.1A
	1b Recognize and correct inappropriate shifts in verb tense. LC.L.5.1B
	1c Identify and use conjunctions, prepositions, and interjections when communicating. LC.L.5.1C
	1d Produce simple, compound, and complex sentences in writing. LC.L.5.1D
	2a Use punctuation to separate items in a series. LC.L.5.2A
	2b Use commas accurately when communicating. LC.L.5.2B
	2c Spell words correctly when communicating, consulting references as needed. LC.L.5.2C
	3 Expand, combine, and reduce sentences for meaning, reader interest, and style when communicating. LC.L.5.3
	4a Use context to determine the meaning of unknown or multiple meaning words. LC.L.5.4A
	4b Use common grade-appropriate roots and affixes as clues to the meaning of a word. LC.L.5.4B
	4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. LC.L.5.4C
	4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word. LC.L.5.4e Identify the denotation for a known word. LC.L.5.4D
	5a Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. LC.L.5.5A
	5b Use figurative language in context, including similes and metaphors. LC.L.5.5B
	5c Identify the meaning of common idioms or proverbs. LC.L.5.5C
	5d Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words. LC.L.5.5D
	6a Use grade-appropriate general academic and domain-specific words and phrases accurately. LC.L.5.6A