Maine English Language Arts and Literacy Standards

Grade 5

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.1.5.A
- **b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.** L.1.5.B
- **c. Use verb tense to convey various times, sequences, states, and conditions.** L.1.5.C
- **d. Recognize and correct inappropriate shifts in verb tense.** L.1.5.D
- **e. Use correlative conjunctions (e.g., either/or, neither/nor).** L.1.5.E

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.2.5.A
- **b. Use a comma to separate an introductory element from the rest of the sentence.** L.2.5.B
- **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.2.5.C
- **d. Use underlining, quotation marks, or italics to indicate titles of works.** L.2.5.D
- **e. Spell grade-appropriate words correctly, consulting references as needed.** L.2.5.E

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.3

L.3.5 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.5

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.3.5.A
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.3.5.B

Use context clues, an wo general and specialized

L.4.5 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.4.5

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reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. 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.4.5.A b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). L.4.5.B 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.4.5.C
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.5	**L.5.5 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. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.5.C
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.6	**L.6.5 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).** L.6.5
Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. SL.1	**SL.1.5 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.1.5 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.1.5.A b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.1.5.B c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.1.5.C

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	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.1.5.D
Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2	**a. Summarize a written text read aloud or information presented in diverse media and formats.** SL.2.5.A **b. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.** SL.2.5.B
Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.3	**a. 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.3.5.A **b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.** SL.3.5.B
Adapt speech to a variety of contexts, audiences, and communicative tasks. SL.4	**SL.4.5 Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.** SL.4.5
Demonstrate understanding of the organization and basic features of print. R.1	**R.1.5 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency.** R.1.5
Demonstrate understanding of words, syllables, and sounds (phonemes). R.2	**R.2.5 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency.** R.2.5
Know and apply grade-level phonics and word analysis skills when decoding words. R.3	**R.3.5 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.** R.3.5
Read various texts clo wh	**R.4.5 Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.** R.4.5

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says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. R.4	
Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. R.5	a. Summarize texts, including theme and character development. R.5.5.A b. Summarize texts, including how the key details support two or more central ideas. R.5.5.B
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.6	a. Analyze how two or more characters, settings, or events in a story are related, drawing on specific details in the text (e.g., how characters interact). R.6.5.A b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. R.6.5.B
Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R.7	a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. R.7.5.A b. Initiate strategies to determine meaning of domain-specific words and phrases. R.7.5.B
Analyze the structure of various texts, including how the features and components relate to each other and the whole. R.8	a. Explain how the text's structure supports its meaning and the author's purpose of the text as a whole. R.8.5.A b. 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 on the same topic. R.8.5.B
Assess how perspective or purpose shapes the content and style of a text. R.9	a. Describe how a narrator's or speaker's point of view influences how events are described in various contexts. R.9.5.A b. Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts. R.9.5.B
Ev an	Skip to main content Trace the organization and development of a claim in a text. R.10.5.A

various texts. R.10	b. Determine the effectiveness of an author's or character's claim. R.10.5.B
Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). R.11	a. Analyze how diverse forms and their features contribute to the meaning, tone, and author's intent of a text. R.11.5.A
	b. Compare and contrast how two or more authors of the same text type interpret similar themes and topics. R.11.5.B
	c. Draw on information presented in various texts in order to answer a question or to solve a problem. R.11.5.C
Read with sufficient accuracy and fluency to support comprehension R.12	a. Read with sufficient accuracy and fluency to support comprehension. R.12.5.A
	b. Read various on-level texts with purpose and understanding. R.12.5.B
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. R.12.5.C
Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. W.1	a. Investigate and generate questions by participating in research that builds varied knowledge about a topic. W.1.5.A
	b. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. W.1.5.B
	c. Summarize or paraphrase notes on sources and sort information into provided categories. W.1.5.C
	d. Provide a list of sources. W.1.5.D
Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2	a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach. W.2.5.A
	b. With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others. W.2.5.B
	c. Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length. W.2.5.C
Routinely produce a variety of clear and coherent writing in which the development, org are	a. Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions. W.3.5.A
	b. Develop the topic with relevant, logically ordered supporting details. W.3.5.B
	Use developmentally appropriate linking words and phrases with increasing complexity. W.3.5.C

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audience, and purpose W.3

d. **Use precise vocabulary/word choice.** W.3.5.D

e. **Provide a sense of closure that is related to the ideas presented.** W.3.5.E