Ohio English Language Arts - Extended Learning Standards

Grade 5

Reading Standards for Literature

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

Complexity a

a Make inferences about plot, characters, setting, or theme, based on quotations from the text. RL.5.1.A

Complexity b

b Describe characters, settings, or events in a story based on a quotation from the story. RL.5.1.B

Complexity c

c Connect characters, settings, or events in a story with a quotation from the story. RL.5.1.C

Learning Progression

a identify a quotation from a story RL.5.1.LP.A

b recognize direct quotes from a story RL.5.1.LP.B

c identify characters, settings, or events from a story RL.5.1.LP.C

d participate in discussion about a story RL.5.1.LP.D

e Actively engage with literary text. RL.5.1.LP.E

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2 Analyze literary text development. a. 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. b. Summarize the text, incorporating a theme determined from details in the text. RL.5.2

Complexity a

a Identify the theme in a literacy text and provide details that support it. RL.5.2.A

Complexity b

b Identify the theme in a literary text and match details that support it. RL.5.2.B

Complexity c

c Identify the plot or theme of a story. RL.5.2.C

Learning Progression

a identify the beginning, middle, and end of a story RL.5.2.LP.A

b identify the resolution of a story RL.5.2.LP.B

c identify a problem or conflict in a story RL.5.2.LP.C

d recognize that stories carry a messages RL.5.2.LP.D

e Actively engage with literary text. RL.5.2.LP.E

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). RL.5.3

Complexity a

a Compare or contrast two characters, settings, or events in a story or drama, using specific details in the text (e.g., how characters interact). RL.5.3.A

Complexity b

b Identify the similarities or the differences between two characters, settings or events. RL.5.3.B

Complexity c

c Identify the character, setting, and an event in a text. RL.5.3.C

Learning Progression

a identify pictures or objects from the story RL.5.3.LP.A

b listen to a story read aloud RL.5.3.LP.B

c Actively engage with literary text. RL.5.3.LP.C

Craft and Structure

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

Complexity a

a Determine the meaning of words and phrases, including figurative language (e.g., similes, metaphors). RL.5.4.A

Complexity b

b Identify figurative language when used in a text. RL.5.4.B

Complexity c

c Identify the meaning of words and phrases used in a text. RL.5.4.C

Learning Progression

a recognize that word meaning is not always concrete RL.5.4.LP.A

b connect a word with a given meaning RL.5.4.LP.B

c identify pictures or objects from the story RL.5.4.LP.C

d Actively engage with literary text. RL.5.4.LP.D

5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.5

Complexity a

a State the beginning, middle, or ending points of stories, dramas, or poems. RL.5.5.A

Complexity b

b Sequence events between two chapters or stanzas in a story or poem. RL.5.5.B

Complexity c

c Identify common elements of a story, drama, or poem. RL.5.5.C

Learning Progression

a match text feature to text RL.5.5.LP.A

b identify a text as a poem, drama or prose RL.5.5.LP.B

c identify a drama RL.5.5.LP.C

d identify poem RL.5.5.LP.D

e identify a prose RL.5.5.LP.E

f listen to poems, dramas, and prose read aloud RL.5.5.LP.F

g Actively engage with literary text. RL.5.5.LP.G

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6 Describe how a narrator's or speaker's point of view and perspective influence how events are described. RL.5.6

Complexity a

a Explain how the story might be different if told from another character's perspective. RL.5.6.A

Complexity b

b Identify the storyteller and describe his/her role in the grade-level story (e.g., main character). RL.5.6.B

Complexity c

c Identify who is telling the grade-level story (narrator vs. character). RL.5.6.C

Learning Progression

a recognize that a narrator is not always a character in the story RL.5.6.LP.A

b recognize that the "reader" of the story is not the same as the storyteller within RL.5.6.LP.B

c Actively engage with literary text. RL.5.6.LP.C

Integration of Knowledge and Ideas

7 Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.7

Complexity a

a Describe the differences between a written story and another presentation of the tale (e.g., a dramatization, graphic novel, poem) and how visual and multimedia elements provide meaning of a text. RL.5.7.A

Complexity b

b Describe how illustrations, visual effects, sound effects, and music convey meaning, tone, or mood of the text. RL.5.7.B

Complexity c

c Identify the visual or multimedia elements presented in a text. RL.5.7.C

Learning Progression

a Recognize the difference between a presentation on a text that is visual or oral. RL.5.7.LP.A

b Identify the key features of a printed text RL.5.7.LP.B

c Identify words or phrases within a text that evoke an image or feeling. RL.5.7.LP.C

d Identify feelings and thoughts associated with a presented image in video or live versions of text. RL.5.7.LP.D

e Identify the key features of multimedia productions of a text RL.5.7.LP.E

f Actively engage with literary text. RL.5.7.LP.F

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8 (Not applicable to literature) RL.5.8

9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RL.5.9

Complexity a

a Compare and contrast themes and topics of stories in the same genre (e.g., mysteries and adventure stories). RL.5.9.A

Complexity b

b Describe similarities or differences between two stories from the same genre. RL.5.9.B

Complexity c

c Identify a common theme or topics from two different stories in the same genre. RL.5.9.C

Learning Progression

a identify a common idea between the two texts RL.5.9.LP.A

b identify the genre of a story RL.5.9.LP.B

c identify the theme or topic of a story RL.5.9.LP.C

d Identify differences between the two texts RL.5.9.LP.D

e Identify similarities between the two texts RL.5.9.LP.E

f Actively engage in a discussion about each text RL.5.9.LP.F

g Identify the characters in each text RL.5.9.LP.G

h Actively engage with literary text. RL.5.9.LP.H

Range of Reading and Level of Text Complexity

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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. RL.5.10

Complexity a

a Actively engage with grade-level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-toself or text-to-text connections and comparisons. RL.5.10.A

Complexity b

b Actively engage with gradelevel/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons. RL.5.10.B

Complexity c

c Actively engage with grade-level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience. RL.5.10.C

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Learning Progression

a Read & Comprehend - grade level text RL.5.10.LP.A

b Answer wh- questions related to grade-level/age appropriate poems and stories. RL.5.10.LP.B

c Decode and read simple poems and stories. RL.5.10.LP.C

d Engage with text types including poetry and stories. RL.5.10.LP.D

e Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection. RL.5.10.LP.E

f With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences. RL.5.10.LP.F

g While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded. RL.5.10.LP.G

h Actively engage in group reading activities that activate text-to-text comparisons, and connections. RL.5.10.LP.H

i Actively engage in group reading activities that activate text-to-self connections. RL.5.10.LP.I

j Select texts related to prior experiences. RL.5.10.LP.J

k Communicate about prior experiences related to the text. RL.5.10.LP.K

l Decoding RL.5.10.LP.L

m Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. RL.5.10.LP.M

n Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. RL.5.10.LP.N

o Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. RL.5.10.LP.O

p Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. RL.5.10.LP.P

q Identify the trigraphs -shr and -thr as blended phonemes used in words. RL.5.10.LP.Q

r Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. RL.5.10.LP.R

s Identify the graphemes -ge and -dge as graphemes used at the end of words. RL.5.10.LP.S

t Identify the graphemes -k and -ck as graphemes used at the end of words. RL.5.10.LP.T

u Identify words containing the phonemes /j/ and /g/ represented by grapheme g. RL.5.10.LP.U

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v Identify words containing the phonemes /c/ and /s/ represented by grapheme c. RL.5.10.LP.V

w Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year RL.5.10.LP.W

x Increase automatic recall of newly learned sound/symbol correspondences for the purposes of Decoding and reading. RL.5.10.LP.X

y With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. RL.5.10.LP.Y

z Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) RL.5.10.LP.Z

aa Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) RL.5.10.LP.AA

ab With prompting and support decode and read CCVC words within a grade-level decodable text. RL.5.10.LP.AB

ac Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) RL.5.10.LP.AC

ad Decode words with digraphs. RL.5.10.LP.AD

ae Identify words with digraphs. RL.5.10.LP.AE

af Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) RL.5.10.LP.AF

ag Decode words with consonant blends RL.5.10.LP.AG

ah Identify words with consonant blends. RL.5.10.LP.AH

ai With prompting and support decode and read CCVC words within a grade-level decodable text. RL.5.10.LP.AI

aj Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) RL.5.10.LP.AJ

ak Decode words with three-consonant blends. RL.5.10.LP.AK

al Build words with three-consonant blends. RL.5.10.LP.AL

am Identify words with three-consonant blends. RL.5.10.LP.AM

an Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) RL.5.10.LP.AN

ao Decode words with two-consonant blends. RL.5.10.LP.AO

ap Build words with two-consonant blends. RL.5.10.LP.AP

aq Identify words with two-consonant blends. RL.5.10.LP.AQ

ar Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) RL.5.10.LP.AR

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as Decode words with digraphs. RL.5.10.LP.AS

at Build words with digraphs. RL.5.10.LP.AT

au Identify words with digraphs. RL.5.10.LP.AU

av Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) RL.5.10.LP.AV

aw With prompting and support decode and read CVC words within a grade level text. RL.5.10.LP.AW

ax Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) RL.5.10.LP.AX

ay Identify words with common phonemic VC word patterns (word families) RL.5.10.LP.AY

az Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RL.5.10.LP.AZ

ba Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) RL.5.10.LP.BA

bb Name the 5 vowels RL.5.10.LP.BB

bc Name 21 consonants RL.5.10.LP.BC

bd Phonological Awareness (detailed further in learning progression in Reading Foundations) RL.5.10.LP.BD

be Articulate the 5 short vowel sounds RL.5.10.LP.BE

bf Break orally given word into phonemes RL.5.10.LP.BF

bg Break an orally given word into onset/first sound and rime RL.5.10.LP.BG

bh Break an orally given word into syllables RL.5.10.LP.BH

bi Actively engage in group reading activities that activate prior knowledge related to previous life experiences. RL.5.10.LP.BI

bj Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed. RL.5.10.LP.BJ

bk Actively engage in grade-level/ age-appropriate literature materials. RL.5.10.LP.BK

bl Actively engage in group reading activities. RL.5.10.LP.BL

Reading Standards for Informational Text **Key Ideas and Details**

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1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1

Complexity a

a Answer inferential questions about ideas, individuals, or events from a text. RI.5.1.A

Complexity b

b Identify details from a text when answering questions. RI.5.1.B

Complexity c

c Make connections of ideas, individuals, or events to details from a text. RI.5.1.C

Learning Progression

a connect an idea to a detail in the text RI.5.1.LP.A

b identify ideas, individuals, or events in a text RI.5.1.LP.B

c participate in a discussion about a text RI.5.1.LP.C

d Actively engage with informational text. RI.5.1.LP.D

2 Analyze informational text development. a. Determine the main ideas of a text and explain how they are supported by key details. b. Provide a summary of the text that includes the main ideas and key details, as well as other important information. RI.5.2

Complexity a

a Identify the main idea of a text and summarize using key details. RI.5.2.A

Complexity b

b Identify the main idea and match to details that support it. RI.5.2.B

Complexity c

c Given a main idea, identify a supporting detail from the text. RI.5.2.C

Learning Progression

a given a main idea, select a supporting detail from a set RI.5.2.LP.A

b recognize that informational texts are focused on a specific topic RI.5.2.LP.B

c participate in discussion about a text RI.5.2.LP.C

d Actively engage with informational text. RI.5.2.LP.D

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3 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. RI.5.3

Complexity a

a Identify the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text. RI.5.3.A

Complexity b

b Identify interactions between individuals, events, ideas, or concepts within a given text. RI.5.3.B

Complexity c

c Identify an individual, event, idea, or concept based on information from a text. RI.5.3.C

Learning Progression

a identify the steps or events described in a text RI.5.3.LP.A

b connect an individual, event, idea, or concept to specific information in a text. RI.5.3.LP.B

c identify information from a text RI.5.3.LP.C

d Actively engage with informational text. RI.5.3.LP.D

Craft and Structure

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. RI.5.4

Complexity a

a Identify the meaning of a word based on how it is used in a text relevant to a grade 5 topic or subject area. RI.5.4.A

Complexity b

b Identify the meaning of words and phrases based on how they are used in a text. RI.5.4.B

Complexity c

c Identify the meanings of gradelevel words. RI.5.4.C

Learning Progression

a match pictures or objects to words RI.5.4.LP.A

b identify words used in a text RI.5.4.LP.B

c Actively engage with informational text. RI.5.4.LP.C

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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. RI.5.5

Complexity a

a Contrast the structure of two informational texts (e.g., recipes, schedules, experiments). RI.5.5.A

Complexity b

b Compare the text structure of two informational texts (e.g., recipes, schedules, experiments). RI.5.5.B

Complexity c

c Identify common structures of a text. RI.5.5.C

Learning Progression

a connect a specific text structure to a selection of text RI.5.5.LP.A

b Actively engage with informational text. RI.5.5.LP.B

6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent. RI.5.6

Complexity a

a Explain the differing perspectives in two topics on the same text. Note the details that contribute to each perspective. RI.5.6.A

Complexity b

b Describe the similarities and differences in two texts about the same topic. RI.5.6.B

Complexity c

c Identify the common topic in two different texts. RI.5.6.C

Learning Progression

a identify the event that two texts discuss RI.5.6.LP.A

b identify a topic within a text RI.5.6.LP.B

c identify similarities or differences in everyday life RI.5.6.LP.C

d Actively engage with informational text. RI.5.6.LP.D

Integration of Knowledge and Ideas

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7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.7

Complexity a

a Gather information from several texts to answer a question or support an idea. RI.5.7.A

Complexity b

b Identify information in multiple texts to answer a question or support an idea. RI.5.7.B

Complexity c

c Identify information in a text to answer a question or support an idea. RI.5.7.C

Learning Progression

a use a digital source to find information RI.5.7.LP.A

b use a table of contents or index to locate information RI.5.7.LP.B

c use a search engine to locate information RI.5.7.LP.C

d connect information to a specific topic RI.5.7.LP.D

e Actively engage with informational text. RI.5.7.LP.E

8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points. RI.5.8

Complexity a

a1 Provide evidence to support key ideas and/or describe connections among key ideas. RI.5.8.A1

a2 Identify a key point in a text and describe the supporting evidence. RI.5.8.A2

Complexity b

b Provided a key point from a text, describe evidence from the text that supports that key point. RI.5.8.B

Complexity c

c Provided a key point from a text, identify evidence from the text that supports that key point. RI.5.8.C

Learning Progression

a identify a picture with a key point in the text RI.5.8.LP.A

b recognize that authors use evidence to support their ideas RI.5.8.LP.B

c participate in a discussion about the text RI.5.8.LP.C

d Actively engage with informational text. RI.5.8.LP.D

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9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.9

Complexity a

a1 Integrate information about a topic from two or more sources. RI.5.9.A1

a2 Describe information from two or more texts on the same topic in order to write or speak about the subject knowledgably. RI.5.9.A2

Complexity b

b Identify information from two or more texts on the same subject. RI.5.9.B

Complexity c

c Identify a key detail from two texts on the same topic. RI.5.9.C

Learning Progression

a identify two informational texts on the same subject RI.5.9.LP.A

b select two texts on the same topic from a provided set RI.5.9.LP.B

c identify two informational texts RI.5.9.LP.C

d identify an informational text RI.5.9.LP.D

e recognize the difference between an information text and a narrative text RI.5.9.LP.E

f Actively engage with informational text. RI.5.9.LP.F

Range of Reading and Level of Text Complexity

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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. RI.5.10

Complexity a

a Read grade-level/ age-appropriate, accommodated history/social studies, science, and technical texts. RI.5.10.A

Complexity b

b Read gradelevel/age-appropriate, accommodated history/social studies, science, and technical texts. RI.5.10.B

Complexity c

c Read grade-level/ age-appropriate, accommodated history/social studies, science, and technical texts. RI.5.10.C

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Learning Progression

a Read & Comprehend - grade level text RI.5.10.LP.A

b Answer wh- questions related to grade-level/age appropriate poems and stories. RI.5.10.LP.B

c Decode and read simple poems and stories. RI.5.10.LP.C

d Engage with text types including informational texts such as history/ social studies, science, and technical texts. RI.5.10.LP.D

e Decoding RI.5.10.LP.E

f Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. RI.5.10.LP.F

g Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. RI.5.10.LP.G

h Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. RI.5.10.LP.H

i Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. RI.5.10.LP.I

j Identify the trigraphs -shr and -thr as blended phonemes used in words. RI.5.10.LP.J

k Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. RI.5.10.LP.K

l Identify the graphemes -ge and -dge as graphemes used at the end of words. RI.5.10.LP.L

m Identify the graphemes -k and -ck as graphemes used at the end of words. RI.5.10.LP.M

n Identify words containing the phonemes /j/ and /g/ represented by grapheme g. RI.5.10.LP.N

o Identify words containing the phonemes /c/ and /s/ represented by grapheme c. RI.5.10.LP.O

p Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. RI.5.10.LP.P

q Increase automatic recall of newly learned sound/symbol correspondences for the purposes of Decoding and reading. RI.5.10.LP.Q

r With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. RI.5.10.LP.R

s grade-level decodable text. • Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) RI.5.10.LP.S

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t Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) RI.5.10.LP.T

u With prompting and support decode and read CCVC words within a grade-level decodable text. RI.5.10.LP.U

v Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) RI.5.10.LP.V

w Decode words with digraphs. RI.5.10.LP.W

x Identify words with digraphs. RI.5.10.LP.X

y Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) RI.5.10.LP.Y

z Decode words with consonant blends RI.5.10.LP.Z

aa Identify words with consonant blends. RI.5.10.LP.AA

ab Decoding RI.5.10.LP.AB

ac With prompting and support decode and read CCVC words within a grade-level decodable text. RI.5.10.LP.AC

ad Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) RI.5.10.LP.AD

ae Decode words with threeconsonant blends. RI.5.10.LP.AE

af Build words with three-consonant blends. RI.5.10.LP.AF

ag Identify words with threeconsonant blends. RI.5.10.LP.AG

ah Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) RI.5.10.LP.AH

ai Decode words with two-consonant blends. RI.5.10.LP.AI

aj Build words with two-consonant blends. RI.5.10.LP.AJ

ak Identify words with two-consonant blends. RI.5.10.LP.AK

al Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) RI.5.10.LP.AL

am Decode words with digraphs. RI.5.10.LP.AM

an Build words with digraphs. RI.5.10.LP.AN

ao Identify words with digraphs. RI.5.10.LP.AO

ap Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) RI.5.10.LP.AP

aq With prompting and support decode and read CVC words within a grade level text. RI.5.10.LP.AQ

ar Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) RI.5.10.LP.AR

as Identify words with common phonemic VC word patterns (word families) RI.5.10.LP.AS

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at Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words RI.5.10.LP.AT

au Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) RI.5.10.LP.AU

av Name the 5 vowels RI.5.10.LP.AV

aw Name 21 consonants RI.5.10.LP.AW

ax Phonological Awareness (detailed further in learning progression in Reading Foundations) RI.5.10.LP.AX

ay Articulate the 5 short vowel sounds RI.5.10.LP.AY

az Break orally given word into phonemes RI.5.10.LP.AZ

ba Break an orally given word into onset/first sound and rime RI.5.10.LP.BA

bb Break an orally given word into syllables RI.5.10.LP.BB

bc Actively engage in group reading activities that activate prior knowledge related to previous life experiences. RI.5.10.LP.BC

bd Actively participate in gradelevel/age-appropriate literature activities using adapted materials as needed. RI.5.10.LP.BD

be Actively engage in grade-level/ age-appropriate literature materials. RI.5.10.LP.BE

bf Actively engage in group with informational text. RI.5.10.LP.BF

Foundational Skills **Phonics and Word Recognition**

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3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all lettersound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.3

Complexity a

a Apply phonics skills and syllable division rules to decode common phonetically regular two-and three-syllable words (e.g., laptop, fantastic, complete). Decode phonetically regular common multi-syllable words. RF.5.3.A

Complexity b

b Apply phonics skills to decode words. Use knowledge of letter-sound correspondence to read unfamiliar words including words with common roots. RF.5.3.B

Complexity c

c Divide given words into syllables visually and/or orally. RF.5.3.C

Learning Progression

a recognize that affixes change the meaning of the word RF.5.3.LP.A

b recognize that affixes come at the beginning or ends of words RF.5.3.LP.B

c break up a word into syllables RF.5.3.LP.C

d identifies a syllable RF.5.3.LP.D

e has a foundation in letter-sound knowledge RF.5.3.LP.E

f has a foundation in phonological awareness/phonemic awareness RF.5.3.LP.F

g Actively engage with letters, sounds, and words. RF.5.3.LP.G

Fluency

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4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary RF.5.4

Complexity a

a Independently correct an error through decoding and reread the sentence fluently to support comprehension. RF.5.4.A

Complexity b

b Independently read a sentence and identify when rereading is necessary to gain understanding of where a selfcorrection is needed. RF.5.4.B

Complexity c

c Fluently read a simple sentence. RF.5.4.C

Learning Progression

a recognize when what you've read does not make sense RF.5.4.LP.A

b reads CVC, CCVC, and vowel-consonant-e words RF.5.4.LP.B

c has a foundation in letter-sound knowledge RF.5.4.LP.C

d has a foundation in phonological/phonemic awareness RF.5.4.LP.D

e Actively engage with letters, sounds, and words. RF.5.4.LP.E

Writing **Text Types and Purposes**

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1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. W.5.1

Complexity a

a Compose a paragraph based on an opinion to include a topic sentence, supporting details, and concluding statement using strategies (e.g., templates or graphic organizers). W.5.1.A

Complexity b

b Given a topic sentence, add an opinion sentence and compose a concluding statement related to the opinion using strategies (e.g., templates or graphic organizers). W.5.1.B

Complexity c

c Compose an opinion sentence and use a linking word to support the opinion using strategies (e.g., templates or graphic organizers). W.5.1.C

Learning Progression

a compose a statement of opinion and one supporting detail W.5.1.LP.A

b compose a statement of an opinion W.5.1.LP.B

c express an opinion on a topic W.5.1.LP.C

d express agreement or disagreement to a given opinion W.5.1.LP.D

e Communicate meaning that can be translated into text. W.5.1.LP.E

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2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.5.2

Complexity a

a Using a template that provides an outline for a paragraph, insert sentences that support the topic into each section. W.5.2.A

Complexity b

b Using a template that provides headings, compose a supporting sentence for each section. W.5.2.B

Complexity c

c Write an appropriate heading for a given paragraph. W.5.2.C

Learning Progression

a compose a sentence that conveys information including one concrete fact and using domain specific vocabulary W.5.2.LP.A

b compose an informative or explanatory sentence W.5.2.LP.B

c compose a sentence using a sentence frame W.5.2.LP.C

d Communicate meaning that can be translated into text. W.5.2.LP.D

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3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. W.5.3

Complexity a

a Compose a narrative that includes sensory details about the character, setting, and events. W.5.3.A

Complexity b

b Compose a narrative using transitional words to organize the sequence of events. W.5.3.B

Complexity c

c Compose imagined narrative including a beginning, middle, and end (e.g., templates or graphic organizers). W.5.3.C

Learning Progression

a compose a story based on a personal experience W.5.3.LP.A

b identify the beginning, middle, and end of a story W.5.3.LP.B

c identify an imagined story W.5.3.LP.C

d identify a personal experience W.5.3.LP.D

e Communicate meaning that can be translated into text. W.5.3.LP.E

4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.4

Complexity a

a Organize sentences on a topic in a logical order, using language appropriate for the topic and audience. W.5.4.A

Complexity b

b Match writing to the purpose and audience for which it is intended. W.5.4.B

Complexity c

c Select details that are relevant to a topic. W.5.4.C

Learning Progression

a match or label writing samples to the correlating purpose/ task and audience W.5.4.LP.A

b communicate about a specific topic W.5.4.LP.B

c Communicate meaning that can be translated into text. W.5.4.LP.C

Skip to main content

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. W.5.5

Complexity a

a With guidance and support, plan, draft, and edit writing to convey a clear message. W.5.5.A

Complexity b

b With guidance and support, edit simple sentences to improve their clarity (check spacing, conventions, capitalization, punctuation, spelling, and word choice). W.5.5.B

Complexity c

c With guidance and support, recognize when the order of picture-supported sentences should be revised. W.5.5.C

Learning Progression

a with guidance and support, recognize when picturesupported sentences should be revised W.5.5.LP.A

b recognize revision strategies W.5.5.LP.B

c recognize the difference between revising and editing W.5.5.LP.C

d recognize the purpose behind revising W.5.5.LP.D

e Communicate meaning that can be translated into text. W.5.5.LP.E

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, while demonstrating sufficient command of keyboarding. W.5.6

Complexity a

a With guidance and support, use technology to compose a paragraph. W.5.6.A

Complexity b

b With guidance and support, work collaboratively to use information from print or digital sources to generate several sentences about a topic. W.5.6.B

Complexity c

c With guidance and support, work with others to use information from print or digital sources to generate a simple sentence about a topic. W.5.6.C

Learning Progression

a generate a sentence W.5.6.LP.A

b interact with a digital source W.5.6.LP.B

c interact with technology to communicate meaning W.5.6.LP.C

d Communicate meaning that can be translated into text. W.5.6.LP.D

esearch to Build and Present Knowledge

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7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7

Complexity a

a Collect information from multiple sources to present knowledge about several aspects of a topic. W.5.7.A

Complexity b

b Collect information from one or more sources to present knowledge about a topic. W.5.7.B

Complexity c

c Select two sources to present knowledge about a topic. W.5.7.C

Learning Progression

a Select a source to present knowledge about a topic W.5.7.LP.A

b identify a topic of interest W.5.7.LP.B

c Communicate meaning that can be translated into text. W.5.7.LP.C

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.5.8

Complexity a

a Recall information and select information from sources, and organize it to summarize work on a topic. W.5.8.A

Complexity b

b Select information from a source to support a topic. W.5.8.B

Complexity c

c Recall information from personal experiences, print, or digital sources. W.5.8.C

Learning Progression

a recall information form personal experiences W.5.8.LP.A

b identify a personal experience W.5.8.LP.B

c identify a source on a given topic W.5.8.LP.C

d Communicate meaning that can be translated into text W.5.8.LP.D

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9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”). 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]”). W.5.9

Complexity a

a Gather and categorize information on a topic from grade-level/ age-appropriate informational materials to provide a simple analysis of the information. W.5.9.A

Complexity b

b Gather information from grade-level/ageappropriate literary or informational materials to support understanding. W.5.9.B

Complexity c

c Select information from grade-level/ageappropriate literary or informational materials to support understanding. W.5.9.C

Learning Progression

a Use skills developed in standards for literary and informational texts to collect information and evidence for writing. W.5.9.LP.A

b Select specific text to draw evidence about a specific topic. W.5.9.LP.B

c Select either literary or informational text based on topic of writing. W.5.9.LP.C

d Identify a topic for reflection, analysis or research. W.5.9.LP.D

e Engage with grade-level literary or informational text. W.5.9.LP.E

Range of Writing

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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. W.5.10

Complexity a

a With accommodations, 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. W.5.10.A

Complexity b

b With accommodations, 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. W.5.10.B

Complexity c

c With accommodations, 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 disciplinespecific tasks, purposes, and audiences. W.5.10.C

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Learning Progression

a Increase experience writing across a range of disciplines over time. W.5.10.LP.A

b Improve encoding automaticity and accuracy over time from baseline. W.5.10.LP.B

c Translate thoughts and communications into writing using technology and assistive technology as needed to develop independence. W.5.10.LP.C

d Encode/spell words during writing using letter/sound knowledge below. W.5.10.LP.D

e Identify and write Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. W.5.10.LP.E

f Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. W.5.10.LP.F

g Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. W.5.10.LP.G

h Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. W.5.10.LP.H

i Identify the trigraphs -shr and -thr as blended phonemes used in words. W.5.10.LP.I

j Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. W.5.10.LP.J

k Identify the graphemes -ge and -dge as graphemes used at the end of words. W.5.10.LP.K

l Identify the graphemes -k and -ck as graphemes used at the end of words. W.5.10.LP.L

m Identify words containing the phonemes /j/ and /g/ represented by grapheme g. W.5.10.LP.M

n Identify words containing the phonemes /c/ and /s/ represented by grapheme c. W.5.10.LP.N

o Answer wh- questions related to grade-level/age appropriate text for the purpose of writing W.5.10.LP.O

p Encoding W.5.10.LP.P

q Break a word into phonemes for the purpose of encoding. W.5.10.LP.Q

r Break a word into onset/first sound and rime for the purpose of encoding. W.5.10.LP.R

s Break a word into syllables for the purpose of encoding. W.5.10.LP.S

t Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. W.5.10.LP.T

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u Increase automatic recall of newly learned sound/symbol correspondences for the purposes of encoding and writing. W.5.10.LP.U

v Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) W.5.10.LP.V

w Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) W.5.10.LP.W

x Encoding W.5.10.LP.X

y Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) W.5.10.LP.Y

z Build words with three-consonant blends. W.5.10.LP.Z

aa Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) W.5.10.LP.AA

ab Build words with two-consonant blends. W.5.10.LP.AB

ac Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) W.5.10.LP.AC

ad Build/encode words with digraphs. W.5.10.LP.AD

ae Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) W.5.10.LP.AE

af Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) W.5.10.LP.AF

ag Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words W.5.10.LP.AG

ah Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) W.5.10.LP.AH

ai Phonological Awareness (detailed further in learning progression in Reading Foundations) W.5.10.LP.AI

aj Actively participate in grade-level/ age-appropriate writing activities using adapted materials as needed. W.5.10.LP.AJ

ak Engage in communication for writing. W.5.10.LP.AK

Speaking and Listening **Comprehension and Collaboration**

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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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.1

Complexity a

a Engage in discussions with others by asking and answering questions by following agreedupon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turntaking to share responses, etc.) on grade 5 topics and texts. SL.5.1.A

Complexity b

b Engage in discussions with others by responding to questions asked by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, turn-taking to share responses, etc.) on grade 5 topics and texts. SL.5.1.B

Complexity c

c Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, active listening, etc.) on grade 5 topics and texts. SL.5.1.C

Learning Progression

a Communicate with diverse partners. SL.5.1.LP.A

b Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.) SL.5.1.LP.B

c Identify rules for discussion. (i.e.: personal space, eye contact, voice volume, body language, active listening, stay on topic, etc.) SL.5.1.LP.C

d Participate during 1:1, small group and whole group discussions. SL.5.1.LP.D

e Engage during small group and whole group discussions. (active listening) SL.5.1.LP.E

f Engage with communication partner. SL.5.1.LP.F

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2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2

Complexity a

a Sequence key ideas or supporting details from a text read aloud or information presented in diverse media and formats. SL.5.2.A

Complexity b

b Identify key details from a text read aloud or information presented in diverse media and formats. SL.5.2.B

Complexity c

c Identify one key detail from a text read aloud or information presented in diverse media and formats. SL.5.2.C

Learning Progression

a Identify an idea from a text read aloud or presented in diverse formats. SL.5.2.LP.A

b Identify the topic of a text read aloud or presented in diverse formats. SL.5.2.LP.B

c Sort ideas that were and were not from text or presentation. SL.5.2.LP.C

d Identify information from text presented orally and visually. SL.5.2.LP.D

e Communicate with others. SL.5.2.LP.E

f Engage as text is read aloud. SL.5.2.LP.F

g Engage during media presentations. SL.5.2.LP.G

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3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3

Complexity a

a Identify key points a speaker makes and support each point with at least one detail. SL.5.3.A

Complexity b

b Identify the key point of a speaker's presentation. SL.5.3.B

Complexity c

c Provided the key point, identify a detail presented by the speaker that support the key point. SL.5.3.C

Learning Progression

a Identify a speaker's claim/keypoint based on presented details SL.5.3.LP.A

b Identify the topic the speaker addressed. SL.5.3.LP.B

c Identify information presented by a speaker. SL.5.3.LP.C

d Communicate to share information. SL.5.3.LP.D

e Listen to the speaker. SL.5.3.LP.E

f Identify the speaker. SL.5.3.LP.F

g Demonstrate engagement while listening to a speaker. SL.5.3.LP.G

Presentation of Knowledge and Ideas

Skip to main content

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.5.4

Complexity a

a Communicate clearly by presenting information about a topic in a logical sequence, providing descriptive details that support the main idea. SL.5.4.A

Complexity b

b Communicate about a topic in the appropriate sequence and include the main idea and relevant details. SL.5.4.B

Complexity c

c Communicate about a topic or event in the appropriate sequence using the terms “first” and “then” (e.g., First, we do math, then we do reading.). SL.5.4.C

Learning Progression

a communicate information clearly SL.5.4.LP.A

b sequence information on a given topic SL.5.4.LP.B

c identify beginning, middle and end SL.5.4.LP.C

d recognize sequential order SL.5.4.LP.D

e Communicate meaning that can be translated into text. SL.5.4.LP.E

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.5.5

Complexity a

a Enhance a presentation with one multimedia component. SL.5.5.A

Complexity b

b With guidance and support, choose multimedia components to enhance a presentation. SL.5.5.B

Complexity c

c Identify multi-media components (audio, video, picture, displays, maps, etc.) SL.5.5.C

Learning Progression

a Recognize that audio recording or visual displays enhance presentations and extend meaning. SL.5.5.LP.A

b Identify points in a presentation. SL.5.5.LP.B

c Identify/locate maps. SL.5.5.LP.C

d Identify/locate/create an audio recording. SL.5.5.LP.D

e Identify/locate/create visual media, (pictures, video)or display. SL.5.5.LP.E

f Actively engage with audio and visual media. SL.5.5.LP.F

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6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. SL.5.6

Complexity a

a Communicate in sentences using formal or informal language that is specific to the purpose or audience. SL.5.6.A

Complexity b

b Communicate relevant information using informal language in group discussions. SL.5.6.B

Complexity c

c Communicate with others in group discussions. SL.5.6.C

Learning Progression

a communicate information specific to the purpose or audience SL.5.6.LP.A

b identify language appropriate for a tasak SL.5.6.LP.B

c communicate information SL.5.6.LP.C

d Communicate meaning that can be translated into text. SL.5.6.LP.D

Language **Conventions of Standard English**

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1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor). L.5.1

Complexity a

a Communicate using the conventions of standard English. Use conjunctions, prepositions, and interjections effectively. Use verbs in present and past tense. L.5.1.A

Complexity b

b Communicate using the conventions of standard English in sentences. L.5.1.B

Complexity c

c Communicate using gestures, pictures, words, or AAC. L.5.1.C

Learning Progression

a Demonstrate understanding of basic parts of speech. L.5.1.LP.A

b Explain how words act as parts of speech to perform specific functions in a sentence (e.g., a noun at the beginning of the sentence tells us what or who the sentence is about). L.5.1.LP.B

c List “conventions of standard English.” L.5.1.LP.C

d Communicate using words, phrases or sentences during a writing or speaking activity. L.5.1.LP.D

e Identify an adjective. L.5.1.LP.E

f Identify a verb. L.5.1.LP.F

g Identify a noun. L.5.1.LP.G

h Actively engage during a writing or speaking activity L.5.1.LP.H

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2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. 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?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. L.5.2

Complexity a

a Generate age-appropriate sentences in a variety of structures, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CVCC, CCVC). L.5.2.A

Complexity b

b Generate ageappropriate simple sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources. L.5.2.B

Complexity c

c Identify capital letters for familiar names and at the beginning of sentences. Identify appropriate punctuation at the ends of sentences. L.5.2.C

Learning Progression

a Understand the basic punctuation used in a sentence (i.e., commas, periods) and their uses. L.5.2.LP.A

b Encode/spell common words using phone-grapheme mapping L.5.2.LP.B

c Identify ending punctuation. L.5.2.LP.C

d Identify sentences. L.5.2.LP.D

e Identify proper nouns. L.5.2.LP.E

f Identify names of people and places.. L.5.2.LP.F

g Identify the beginning of a sentence. L.5.2.LP.G

h Recognize the difference between capital and lowercase letters. L.5.2.LP.H

i Name all 26 letters in the alphabet. L.5.2.LP.I

j Recognize letters vs. numbers. L.5.2.LP.J

k Actively engage during a writing activity. L.5.2.LP.K

Knowledge of Language

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3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.5.3

Complexity a

a Use a variety of sentence patterns when speaking or writing; note differences in language used in stories, poems, or plays (e.g., dialects, registers, word choice). L.5.3.A

Complexity b

b Use a variety of sentence patterns when speaking or writing. L.5.3.B

Complexity c

c Use language to share thoughts and feelings with others. L.5.3.C

Learning Progression

a Understand that authors make choices about the style of their writing. L.5.3.LP.A

b Demonstrate understanding of the effect of sentence types on the story or text. L.5.3.LP.B

c Identify sentence types. L.5.3.LP.C

d Understand that there are differences in the way words are formed and combined to make stories. L.5.3.LP.D

e Communicate through writing. L.5.3.LP.E

f Identify feelings and share them with others using pictures or manipulatives. L.5.3.LP.F

g Understand that people communicate in different ways, depending on their experience with speech, their locale, or their profession. L.5.3.LP.G

h Communicate using speech or other mode. L.5.3.LP.H

i Identify words and/or phrases associated with an idea or topic. L.5.3.LP.I

j Identify an idea. L.5.3.LP.J

k Engage with a communication partner. L.5.3.LP.K

Vocabulary Acquisition and Use

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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. a .Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b .Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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.5.4

Complexity a

a Use context clues or word structure (e.g., common prefixes, re-, un-; inflectional endings -ed, -ing) to determine the meaning of unfamiliar words or phrases. L.5.4.A

Complexity b

b Use sentence or paragraph-level context to determine the meaning of a word in a particular context. L.5.4.B

Complexity c

c Connect a word to its meaning in a particular context. L.5.4.C

Learning Progression

a Select a picture or object that matches a word L.5.4.LP.A

b Identify unfamiliar words L.5.4.LP.B

c Use sentences and words around an unfamiliar word to determine the meaning of the unfamiliar word L.5.4.LP.C

d Break words apart into their smaller parts L.5.4.LP.D

e Identify the meanings or word associations of word parts L.5.4.LP.E

f Identify the various reference materials used to determine the meanings of words L.5.4.LP.F

g Match the meanings with Greek and Latin affixes and roots. L.5.4.LP.G

h Identify Greek and Latin affixes and roots. L.5.4.LP.H

i Identify prefixes, suffixes within unknown word. L.5.4.LP.I

j Identify morphemes within unknown word. L.5.4.LP.J

k Identify the root word within an unknown word. L.5.4.LP.K

l Identify syllables within an unknown word. L.5.4.LP.L

m Recognize onset and rime of an unknown word. L.5.4.LP.M

n Use skills with ABC order and onset rime skills to access print and digital word specific reference materials. L.5.4.LP.N

o Recognize alphabetical order. L.5.4.LP.O

p Actively engage in word study. L.5.4.LP.P

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q Engage in the sharing of grade-level text containing unknown words. L.5.4.LP.Q

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. L.5.5

Complexity a

a Explain the meanings of common idioms, similes, and metaphors. L.5.5.A

Complexity b

b Identify real-life connections between words and their uses. L.5.5.B

Complexity c

c Identify common synonyms and antonyms. L.5.5.C

Learning Progression

a Demonstrate an understanding that words have more than the surface meaning. L.5.5.LP.A

b Use words to compare one thing to another. L.5.5.LP.B

c Use familiar words to name or describe events, places, foods, or people. L.5.5.LP.C

d Select a word that is close or the same in meaning to another word. L.5.5.LP.D

e Recognize that word meaning is not always concrete (e.g. the word “rock” as a noun vs. a verb) L.5.5.LP.E

f Recognize that some words have opposites (e.g., hot/ cold) L.5.5.LP.F

g Recognize that some words share the same meaning. (e.g., tired/exhausted) L.5.5.LP.G

h Recognize words that have meaning. L.5.5.LP.H

i Actively engage in word study. L.5.5.LP.I

j Listen to the pronunciation of unknown words. L.5.5.LP.J

k Engage with unknown words. L.5.5.LP.K

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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). L.5.6

Complexity a

a Communicate using grade-level/ age appropriate conversational and content-specific words and phrases signaling addition (e.g., in addition, also). L.5.6.A

Complexity b

b Communicate using grade-level/ age-appropriate, content-specific words that signal logically relationships (e.g., unlike, but). L.5.6.B

Complexity c

c Communicate using new contentspecific words. L.5.6.C

Learning Progression

a Demonstrate an understanding of transition words that signal a shift in the ideas from one part of the sentence to another L.5.6.LP.A

b Identify grade level/age-appropriate content specific words L.5.6.LP.B

c List transition words (e.g., however, although, nevertheless, similarly, moreover, in addition). L.5.6.LP.C

d Describe the purpose of transition words. L.5.6.LP.D

e Communicate about learning across the curriculum. L.5.6.LP.E

f Identify grade-level, domain specific, vocabulary. L.5.6.LP.F

g Actively engage in grade-level learning across the curriculum, including vocabulary study. L.5.6.LP.G