Ohio English Language Arts

Grade 5

Reading Literature RL

1 **Use text evidence and direct quotes to demonstrate understanding of a literary text (story, drama, or poem).** RL.5.1

- a Provide details and direct quotes explicitly stated in the text. RL.5.1.A
- b Use explicitly stated details and direct quotes from the text to make and support inferences. RL.5.1.B

2 **Analyze literary text development.** RL.5.2

- a Explain a theme of a literary text using details, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a theme. RL.5.2.A
- b Summarize a literary text, including a theme inferred from details in the text. RL.5.2.B

3 **Compare and contrast two or more characters, settings, perspectives, or events in a literary text, using specific details (e.g., how characters interact).** RL.5.3

4 **Identify the meaning of figurative language such as similes, metaphors, and idioms and determine how they are used in the text.** RL.5.4

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

6 **Identify the point of view in a literary text and explain how the narrative would be different if told from another character's perspective.** RL.5.6

7 **Analyze how a visual element, multimedia performance, and/or oral reading contribute to the meaning, tone, mood, or appeal of a literary text.** RL.5.7

8 **(Not applicable to literature)** RL.5.8

9 **Compare and contrast stories within the same genre on their development of similar themes and topics.** RL.5.9

- a Identify an implied theme, explicit theme, or life lesson. RL.5.9.A
- b Analyze a shared theme and explain its development across genres. RL.5.9.B

10 **Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.** RL.5.10

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Reading Informational RI

1 Use text evidence and direct quotes to demonstrate understanding of an informational text (e.g., historical, scientific, and technical texts). RI.5.1

- a Select relevant direct quotes to answer questions about an informational text. RI.5.1.A
- b Use relevant direct quotes to make and support inferences. RI.5.1.B

2 Analyze development of ideas in an informational text. RI.5.2

- a Determine the main idea(s) of a text and explain how they are supported by key details. RI.5.2.A
- b Summarize an informational text, including main idea(s) and key details, as well as other important information. RI.5.2.B

3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, based on specific information in the text. RI.5.3

4 Determine the meaning of both general academic and domain-specific words and phrases in an informational text. RI.5.4

5 Compare and contrast the overall structure (e.g., description, chronology/sequence, compare/contrast, cause/effect, problem/solution) 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 perspectives they represent. RI.5.6

7 Use information from multiple print or digital sources. RI.5.7

- a Locate specific facts, details, or evidence in a text efficiently. RI.5.7.A
- b Integrate information from two or more sources to answer questions or explain ideas. RI.5.7.B

8 Explain how an author uses reasons and evidence to support particular points in an informational text and make inferences based on those points. RI.5.8

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

10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons. RI.5.10

Reading Foundations RF

3 Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using: RF.5.3

- 3.a Phoneme-grapheme correspondences RF.5.3.A
- 3.b Syllabication patterns RF.5.3.B
- .c Morphological structures (e.g., roots and affixes) RF.5.3.C

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4 **Read texts with sufficient fluency to support comprehension.** RF.5.4

- a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text. RF.5.4.A
- b Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 146 words correct per minute (wcpm) by the end of fifth grade. RF.5.4.B
- c Self-monitor word recognition and understanding, rereading as necessary. RF.5.4.C

Writing Foundations WF

1 **Write fluently and legibly in manuscript and/or cursive.** WF.5.1

- a Write legibly to communicate and support sustained composition across tasks. WF.5.1.A
- b Place text elements correctly on the page (e.g., headings, titles, paragraph indentations). WF.5.1.B

2 **Encode words, aligned with scope and sequence of adopted HQIM, such as:** WF.5.2

- a Multisyllabic words using knowledge of syllable types WF.5.2.A
- b Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes WF.5.2.B
- c High-frequency words, using morphological structures WF.5.2.C

3 **Write in complete sentences to demonstrate knowledge of conventions.** WF.5.3

- a Use varied pronouns and their antecedents correctly in composing and revising writing (e.g., Eddie played his guitar; Sarah and Megan played their instruments.) WF.5.3.A
- b Use subject-verb agreement correctly when composing and revising writing. WF.5.3.B
- c Use verb tenses to convey various times, sequences, states, and conditions. WF.5.3.C

Writing W

1 **Write opinion pieces that include:** W.5.1

- a An introduction with a clear topic; W.5.1.A
- b A stated opinion; W.5.1.B
- c Logically ordered reasons supported by facts and details; W.5.1.C
- d A concluding statement; W.5.1.D
- e Organizational structure to support the writer's purpose; W.5.1.E
- f Linking words, phrases, and clauses; W.5.1.F
- g Precise language and/or domain-specific vocabulary; W.5.1.G
- h Sentence variety; and W.5.1.H

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i Grade-level spelling. W.5.1.I

2 **Write informative/explanatory pieces that include:** W.5.2

a An introduction with a clear topic and focus; W.5.2.A

b Facts, definitions, concrete details, quotations, and examples to develop the topic; W.5.2.B

c A concluding statement; W.5.2.C

d Organizational structure to support the writer's purpose; W.5.2.D

e Linking words, phrases and clauses; W.5.2.E

f Precise language and domain-specific vocabulary; W.5.2.F

g Sentence variety; and W.5.2.G

h Grade-level spelling. W.5.2.H

3 **Write narratives that develop real or imagined sequenced events including:** W.5.3

a An introduction; W.5.3.A

b A situation with a narrator and/or characters; W.5.3.B

c Dialogue, description, and pacing to develop experiences and events; W.5.3.C

d A conclusion; W.5.3.D

e Organizational structure to support the writer's purpose; W.5.3.E

f Transitional words, phrases, and clauses; W.5.3.F

g Precise language and sensory details; W.5.3.G

h Sentence variety; and W.5.3.H

i Grade-level spelling. W.5.3.I

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

5 **With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.** W.5.5

6 **With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.** W.5.6

7 **Engage in independent research projects that investigate different aspects of a topic by:** W.5.7

a Using multiple sources on a topic; W.5.7.A

b. Recording observations; and W.5.7.B

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c Composing short reports using grade-level vocabulary and sentence variety. W.5.7.C

8 Use relevant information from personal experiences or sources to: W.5.8

a Take notes; W.5.8.A

b Summarize or paraphrase information; and W.5.8.B

c Provide a list of sources. W.5.8.C

9 Use evidence from grade-level literary or informational texts to support analysis, reflection, and research. W.5.9

10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences. W.5.10

Recognize and correct shifts in verb tense, including subject-verb agreement. WF.5.3.D

d Recognize and correct shifts in verb tense, including subject-verb agreement. WF.5.3.D

Use perfect verb tenses to compose and revise writing (e.g., I have finished my work. She has finished her work.) WF.5.3.E

e Use perfect verb tenses to compose and revise writing (e.g., I have finished my work. She has finished her work.) WF.5.3.E

Use correlative conjunctions correctly when composing and revising writing (e.g., You can have either cake or pie for dessert). WF.5.3.F

f Use correlative conjunctions correctly when composing and revising writing (e.g., You can have either cake or pie for dessert). WF.5.3.F

Speaking and Listening SL

1 Participate in discussions about fifth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules. SL.5.1

a Come to discussions prepared (having read and/or studied materials). SL.5.1.A

b Explicitly use the information known about the topic to explore ideas under discussion. SL.5.1.B

c Complete assigned roles. SL.5.1.C

d Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others. SL.5.1.D

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e Pose and respond to specific questions to clarify or follow up on information. SL.5.1.E

2 **Summarize a presentation (i.e., read-aloud, multimedia, oral), including information shown in text features, such as charts, diagrams, graphs, tables, or images.** SL.5.2

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

4 **Report on an informational topic or present an opinion using:** SL.5.4

- a Logically sequenced details; SL.5.4.A
- b Appropriate facts and relevant, descriptive details to support main ideas or themes; SL.5.4.B
- c Clear speech at an understandable pace. SL.5.4.C

5 **Create multimedia presentations of literary and informational text; add visual displays when appropriate to enhance the development of main ideas or themes.** SL.5.5

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

Language L

1 **Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** L.5.1

- a Define conjunction, preposition, and interjection and explain their function in particular sentences. L.5.1.A
- b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). L.5.1.B
- c Use verb tense to convey various times, sequences, states, and conditions (e.g., Matt completed the task; Matt has completed the task; Matt will complete the task; Matt will have completed the task by the end of the day). L.5.1.C
- d Use consistent verb tenses within and across sentences and recognize shifts in verb tense (e.g., “Yesterday she walked to the playground, talks talked to her friends, and played basketball”). L.5.1.D
- e Use correlative conjunctions (e.g., either/or, neither/nor). L.5.1.E

2 **Know and apply the conventions of formal American English capitalization, punctuation, and spelling 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 (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.5.2.C
- Underline, italicize, or use quotation marks to indicate titles of works. L.5.2.D

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e Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. L.5.2.E

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) used in texts. L.5.3.B

4 **Determine or clarify the meaning of unknown words or multiple-meaning words and phrases.** L.5.4

a Use context within and beyond a sentence to determine the meaning of a word or phrase. L.5.4.A

b Use common Latin and Greek affixes and roots to determine the meaning of a word (e.g., photograph, photosynthesis). Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to support pronunciation and clarify the precise meaning of key words and phrases. L.5.4.B

c Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to support pronunciation and clarify the precise meaning of key words and phrases. L.5.4.C

5 **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** L.5.5

a Explain 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

6 **Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds, including those that signal logical relationships (e.g., however, similarly, moreover).** L.5.6