

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

**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**
 - 3.c** Morphological structures (e.g., roots and affixes) **RF.5.3.C**

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

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

- 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](#)
- 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
 - d Underline, italicize, or use quotation marks to indicate titles of works. L.5.2.D

- 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