Rhode Island English Language Arts & Literacy

Grade 5

Adopted 2021

Reading Standards for Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3
   a. 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. RF.5.3.A

Fluency

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

Reading Standards for Literature

1. **Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.** RL.1
   1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. RL.5.1

2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RL.2
   2. 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; summarize a text. RL.5.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.3
   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

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4. **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word**

choices shape meaning or tone. RL.4

4. Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. RL.5.4

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. RL.5

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. Assess how point of view or purpose shapes the content and style of a text. RL.6

6. Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama. RL.5.6

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.7

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RL.8

8. Not applicable. RL.5.8

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RL.9

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

10. Independently and proficiently read and comprehend complex literary and informational texts. RL.10

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. RL.5.10

Reading Standards for Informational Text

1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. RI.1

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

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2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** RI.2

    2. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text. RI.5.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RI.3

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

4. **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** RI.4

    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

5. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.** RI.5

    5. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text. RI.5.5

6. **Assess how point of view or purpose shapes the content and style of a text.** RI.6

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

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RI.7

    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

8. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** RI.8

    8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.8

9. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** RI.9

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

10. **Independently and proficiently read and comprehend complex literary and informational texts.** RI.10

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10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. RI.5.10

Writing

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** W.1
    1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1
        a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose. W.5.1.A
        b. Provide logically ordered reasons that are supported by facts and details. W.5.1.B
        c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1.C
        d. Provide a concluding statement or section related to the opinion presented. W.5.1.D
2. **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** W.2
    2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2
        a. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.A
        b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.B
        c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.C
        d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.D
        e. Provide a concluding statement or section related to the information or explanation presented. W.5.2.E
3. **Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.** W.3

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3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. W.5.3

    a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. W.5.3.A

    b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations. W.5.3.B

    c. Use a variety of transitional words, phrases, and clauses to manage sequence. W.5.3.C

    d. Use concrete words and phrases and sensory details to convey experiences or events precisely. W.5.3.D

    e. Provide a sense of closure appropriate to the narrated experiences or events. W.5.3.E

    f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. W.5.3.F

    g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing. W.5.3.G

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

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

5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** W.5

    5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.5

    a. Demonstrate command of standard English conventions. W.5.5.A

    b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately. W.5.5.B

6. **Use technology to produce and publish writing and to interact and collaborate with others.** W.6

    6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. W.5.6

7. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.7

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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

8. **When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** W.8

    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

9. **Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.** W.9

    9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed. W.5.9

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 tasks, purposes, and audiences.** W.10

    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

Speaking and Listening

1. **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** SL.1

    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. SL.5.1

        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.5.1.A

        b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.B

        c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.C

        d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.1.D

2. **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.2

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

3. **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.3

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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

4. **Present information, findings, and supporting evidence such that:
Listeners can follow the line of reasoning.
The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
** SL.4

   4. Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. SL.5.4

5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.5

   5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.5

   5. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.5

6. **Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate** SL.6

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

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

Language Standards

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** L.1

   1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. L.5.1

      a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence. L.5.1.A

      b. Recognize and correct inappropriate shifts in verb tense.11 L.5.1.B

      c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence. L.5.1.C

      d. Form and use perfect verb tenses. L.5.1.D

2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** L.2

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2

    a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive. L.5.2.A

    b. Use punctuation to separate items in a series. L.5.2.B

    c. Use a comma to separate an introductory element from the rest of the sentence. L.5.2.C

    d. 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.D

    e. Use underlining, quotation marks, or italics to indicate titles of works. L.5.2.E

    f. Spell grade-appropriate words correctly, consulting references as needed. L.5.2.F

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3. **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

    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.12 L.5.3.A

        b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.5.3.B

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4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** L.4

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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. L.5.4

    a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4.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.5.4.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.5.4.C

    d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.). L.5.4.D

    e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, to measure angles and temperature). L.5.4.E

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

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6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. L.6

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