South Dakota English Language Arts

5th Grade

Reading Literature RL

1. **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** 5.RL.1
2. **Determine a theme of a literary text and explain how it is supported by details in the text; summarize the text using supporting details.** 5.RL.2
3. **Compare and contrast two or more characters, settings, or events in a literary text, drawing on specific details in the text.** 5.RL.3
4. **Determine the meaning of words and phrases as they are used in a text, including figurative language (e.g., personification, hyperbole) and connotative meanings.** 5.RL.4
5. **Explain how a series of chapters, scenes, or stanzas fits together to develop the plot and provide the overall structure of a particular literary text (e.g. plot diagram).** 5.RL.5
6. **Describe how a narrator's, speaker's, or reader's perspective (e.g. point of view, author's purpose) influences how events are described using evidence from the text.** 5.RL.6
7. **Evaluate how visual and multimedia elements (e.g., graphic novel, multimedia presentation, or musical performance) enhance the meaning, tone, or mood of a text.** 5.RL.7
8. **Not applicable to literature** 5.RL.8
9. **Compare and contrast the authors' approach to similar themes and topics within the same genre.** 5.RL.9
10. **By the end of the year, read and comprehend a variety of literary texts.** 5.RL.10
    - a Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). 5.RL.10.A
    - b Self-select text for personal enjoyment, interest, and academic tasks. 5.RL.10.B

Reading Informational Text RI

1. **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** 5.RI.1

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2 **Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text using supporting details.** 5.RI.2

3 **Explain the relationships and interactions between individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text using text evidence.** 5.RI.3

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.** 5.RI.4

5 **Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (main idea and details, sequence, compare and contrast, cause/effect, and problem/solution).** 5.RI.5

6 **Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** 5.RI.6

7 **Interpret information from multiple print or digital sources (e.g. diagrams, charts, graphs, maps, tables) to develop an understanding of the text.** 5.RI.7

8 **Identify and explain how an author uses reasons and evidence to support particular points in a text.** 5.RI.8

9 **Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.** 5.RI.9

10 **By the end of the year, read and comprehend a variety of informational text.** 5.RI.10

- a Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). 5.RI.10.A
- b Self-select text for personal enjoyment, interest, and academic tasks. 5.RI.10.B

Reading Foundational Skills RF

1 **There is not a grade 5 standard for this concept. Please see preceding grades for more information.** 2.RF.1

2 **There is not a grade 5 standard for this concept. Please see preceding grades for more information.** 2.RF.2

3 **Demonstrate mastery of grade-level phonics and word analysis skills in decoding and encoding words.** 2.RF.3

- a Identify and use common prefixes, suffixes, and root words to decode and encode words. 2.RF.3.A
- b Recognize and use common Greek and Latin roots to determine word meanings and decode unfamiliar words. 2.RF.3.B

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c Understand and apply knowledge of morphological patterns, including inflectional endings, derivational suffixes, and compound words, to decode and spell words. 2.RF.3.C

d Apply knowledge of syllable division rules and phonics patterns to decode and encode multisyllabic words accurately. 2.RF.3.D

e Apply spelling patterns and rules to spell words accurately. 2.RF.3.E

4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4

a Read grade-appropriate text with purpose and understanding. 2.RF.4.A

b Read grade-appropriate texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression). 2.RF.4.B

c Self-monitor reading for correct word recognition and understanding, rereading as necessary. 2.RF.4.C

Language L

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 5.L.1

a Explain the function of conjunctions, prepositions, and interjections in general and use in sentences. 5.L.1.A

b Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). 5.L.1.B

c Use verb tense to convey various times, sequences, states, and conditions. 5.L.1.C

d Recognize and correct inappropriate shifts in verb tense. 5.L.1.D

e Use correlative conjunctions (e.g., either/or, neither/nor). 5.L.1.E

f Correctly use frequently confused words (e.g., lose, loose). 5.L.1.F

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.L.2

a Use commas to separate phrases and clauses in a series. 5.L.2.A

b Use a comma to separate an introductory element from the rest of the sentence. 5.L.2.B

c Use a comma to set off the words yes and no, 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?). 5.L.2.C

d Use underlining, quotation marks, or italics to indicate titles of works. 5.L.2.D

e Spell grade-appropriate words correctly, consulting references as needed. 5.L.2.E

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 5.L.3

a Expand, combine, and reduce sentences for intended meaning, comprehension, and style. 5.L.3.A

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b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 5.L.3.B

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.** 5.L.4

a Use context to determine the meaning of a word or phrase. 5.L.4.A

b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 5.L.4.B

c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5.L.4.C

5 **Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.** 5.L.5

a Interpret figurative language, including similes and metaphors, in context. 5.L.5.A

b Recognize and explain the meaning of personification, hyperbole, common idioms, and proverbs. 5.L.5.B

c Use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words. 5.L.5.C

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).** 5.L.6

Writing W

1 **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** 5.W.1

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. 5.W.1.A

b Provide logically ordered reasons that are supported by facts and details. 5.W.1.B

c Link opinion and reasons using grade level appropriate words, phrases, and clauses. 5.W.1.C

d Provide a conclusion related to the opinion presented. 5.W.1.D

2 **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** 5.W.2

a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features and multimedia when useful to support comprehension for the reader. 5.W.2.A

b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 5.W.2.B

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Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses. 5.W.2.C

d Use precise language and domain-specific vocabulary to inform about or explain the topic. 5.W.2.D

e Provide a conclusion related to the information or explanation presented. 5.W.2.E

3 **Write narratives (story, poetry, or drama) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.** 5.W.3

a Establish a situation and/or setting and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 5.W.3.A

b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 5.W.3.B

c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 5.W.3.C

d Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely. 5.W.3.D

e Provide a conclusion that follows the narrated experiences or events (when appropriate to the genre). 5.W.3.E

4 **Produce clear and coherent writing with suitable tone/voice in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** 5.W.4

5 **Develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting with guidance and support from peers, adults, and digital tools. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)** 5.W.5

6 **Use technology to enhance writing with guidance as needed.** 5.W.6

a Produce and publish writing. 5.W.6.A

b Interact and collaborate with others. 5.W.6.B

c Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting. 5.W.6.C

7 **Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.** 5.W.7

8 **Gather and recall relevant information from experiences and multiple print and digital sources such as library databases.** 5.W.8

a Summarize or paraphrase information in notes and finished work. 5.W.8.A

b Provide a list of sources. 5.W.8.B

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9 **Cite 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 appropriate.** 5.W.9

10 **Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.** 5.W.10

Speaking and Listening SL

1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.** 5.SL.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. 5.SL.1.A
- b Follow agreed-upon norms for discussions and carry out assigned roles. 5.SL.1.B
- c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 5.SL.1.C
- d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 5.SL.1.D
- e Cooperate and problem solve as appropriate for productive group discussions. 5.SL.1.E

2 **Summarize content presented in diverse media and formats, including visually, quantitatively, and orally.** 5.SL.2

3 **Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.** 5.SL.3

4 **Present on a topic, text, or opinion.** 5.SL.4

- a Sequence ideas logically. 5.SL.4.A
- b Use appropriate facts and relevant descriptive details to support main ideas or themes. 5.SL.4.B
- c Speak clearly at an understandable pace. 5.SL.4.C

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

6 **Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate.** 5.SL.6