**Washington Common Core English/Language Arts**

# Grade 5

Adopted 2011

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.1
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.2
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CCSS.ELA-LITERACY.CCRA.R.3

### Craft and Structure

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. CCSS.ELA-LITERACY.CCRA.R.4
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.R.5
6. Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-LITERACY.CCRA.R.6

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-LITERACY.CCRA.R.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. CCSS.ELA-LITERACY.CCRA.R.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. CCSS.ELA-LITERACY.CCRA.R.9

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. CCSS.ELA-LITERACY.CCRA.R.10

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.5.1
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 the text. CCSS.ELA-LITERACY.RL.5.2
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). CCSS.ELA-LITERACY.RL.5.3

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RL.5.5
6. Describe how a narrator's or speaker's point of view influences how events are described. CCSS.ELA-LITERACY.RL.5.6

**Integration of Knowledge and Ideas**

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). CCSS.ELA-LITERACY.RL.5.7

   (Not applicable to literature)

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

**Range of Reading and Level of Text Complexity**

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. CCSS.ELA-LITERACY.RL.5.10

**Reading Standards for Informational Text**

**Key Ideas and Details**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.5.1
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.5.2
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. CCSS.ELA-LITERACY.RI.5.3

**Craft and Structure**

Skip to main content

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CCSS.ELA-LITERACY.RI.5.4

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. CCSS.ELA-LITERACY.RI.5.5
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CCSS.ELA-LITERACY.RI.5.6

**Integration of Knowledge and Ideas**

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. CCSS.ELA-LITERACY.RI.5.7
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). CCSS.ELA-LITERACY.RI.5.8
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. CCSS.ELA-LITERACY.RI.5.9

**Range of Reading and Level of Text Complexity**

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. CCSS.ELA-LITERACY.RI.5.10

**Reading Standards: Foundational Skills**

**Phonics and Word Recognition**

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

**Fluency**

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

**College and Career Readiness Anchor Standards for Writing**

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.CCRA.W.1

Skip to main content

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. CCSS.ELA-LITERACY.CCRA.W.2
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.CCRA.W.3

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.W.4
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-LITERACY.CCRA.W.5
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA-LITERACY.CCRA.W.6

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.CCRA.W.7
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.CCRA.W.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.CCRA.W.9

**Range of Writing**

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. CCSS.ELA-LITERACY.CCRA.W.10

**Writing Standards**

**Text Types and Purposes**

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

Skip to main content

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.5.2
    a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.5.2A
    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.5.2B
    c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). CCSS.ELA-LITERACY.W.5.2C
    d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.5.2D
    e. Provide a concluding statement or section related to the information or explanation presented CCSS.ELA-LITERACY.W.5.2E
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.5.3
    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.5.3A
    b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.5.3B
    c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. CCSS.ELA-LITERACY.W.5.3C
    d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-LITERACY.W.5.3D
    e. Provide a conclusion that follows from the narrated experiences or events. CCSS.ELA-LITERACY.W.5.3E

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.W.5.4
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. CCSS.ELA-LITERACY.W.5.5
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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CCSS.ELA-LITERACY.W.5.6

**Research to Build and Present Knowledge**

Skip to main content

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

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. CCSS.ELA-LITERACY.W.5.8
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.5.9
    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]"). CCSS.ELA-LITERACY.W.5.9A
    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]"). CCSS.ELA-LITERACY.W.5.9B

**Range of Writing**

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. CCSS.ELA-LITERACY.W.5.10

**College and Career Readiness Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

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. CCSS.ELA-LITERACY.CCRA.SL.1
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.SL.2
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-LITERACY.CCRA.SL.3

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.SL.4
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS.ELA-LITERACY.CCRA.SL.5
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. CCSS.ELA-LITERACY.CCRA.SL.6

**Speaking and Listening Standards**

**Comprehension and Collaboration**

Skip to main content

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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.SL.5.1A
   b. Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.5.1B
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCSS.ELA-LITERACY.SL.5.1C
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. CCSS.ELA-LITERACY.SL.5.1D
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.5.2
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CCSS.ELA-LITERACY.SL.5.3

**Presentation of Knowledge and Ideas**

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. CCSS.ELA-LITERACY.SL.5.4
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CCSS.ELA-LITERACY.SL.5.5
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. CCSS.ELA-LITERACY.SL.5.6

**College and Career Readiness Anchor Standards for Language**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.CCRA.L.1
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.CCRA.L.2

**Knowledge of Language**

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. CCSS.ELA-LITERACY.CCRA.L.3

**Vocabulary Acquisition and Use**

Skip to main content

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. CCSS.ELA-LITERACY.CCRA.L.4
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.CCRA.L.5
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 when encountering an unknown term important to comprehension or expression. CCSS.ELA-LITERACY.CCRA.L.6

**Language Standards**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1
   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1A
   b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1B
   c. Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1C
   d. Recognize and correct inappropriate shifts in verb tense. CCSS.ELA-LITERACY.L.5.1D
   e. Use correlative conjunctions (e.g., either/or, neither/nor). CCSS.ELA-LITERACY.L.5.1E
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2
   a. Use punctuation to separate items in a series. CCSS.ELA-LITERACY.L.5.2A
   b. Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2B
   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?). CCSS.ELA-LITERACY.L.5.2C
   d. Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2D
   e. Spell grade-appropriate words correctly, consulting references as needed. CCSS.ELA-LITERACY.L.5.2E

**Knowledge of Language**

Skip to main content

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3

    a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3A

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

**Vocabulary Acquisition and Use**

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. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.L.5.4A

    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4B

    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. CCSS.ELA-LITERACY.L.5.4C

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.5.5

    a. Interpret figurative language, including similes and metaphors, in context. CCSS.ELA-LITERACY.L.5.5A

    b. Recognize and explain the meaning of common idioms, adages, and proverbs. CCSS.ELA-LITERACY.L.5.5B

    c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. CCSS.ELA-LITERACY.L.5.5C

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). CCSS.ELA-LITERACY.L.5.6