

5th Grade

Reading Foundations

Print Concepts

- 1 (Not addressed in 5th grade) [5.RF.1](#)
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Phonological Awareness

- 2 (Not addressed in 5th grade) [5.RF.2](#)
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Phonics and Word Recognition

- 3 Know and apply grade-level phonics and word analysis skills to read: [5.RF.3](#)
 - a Read multisyllabic words in isolation and in text, including: [5.RF.3.A](#)
 - 1 Greek and Latin Roots and Affixes [5.RF.3.A.1](#)
 - b Apply knowledge of syllables, word origins, and morphemes when reading and determining word meaning. [5.RF.3.B](#)
 - c Read complex and decodable and irregular high frequency words. [5.RF.3.C](#)
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Fluency

- 4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms. [5.RF.4](#)
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Reading Informational

Key Ideas and Details

- 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [5.RI.1](#)
- 2 Analyze informational text development: [5.RI.2](#)
 - a Determine two or more main/central ideas of a text and explain how they are supported by the key details. [5.RI.2.A](#)
 - b Summarize the text, incorporating how the key details support the main/central ideas. [5.RI.2.B](#)
- 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. [5.RI.3](#)

Craft and Structure

- 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 structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **5.RI.5**
 - 6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view/perspective they represent. **5.RI.6**
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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. **5.RI.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). **5.RI.8**
 - 9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **5.RI.9**
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Range of Reading and Level of Text Complexity

- 10 Read and comprehend informational texts appropriately complex for grade 5. **5.RI.10**
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Reading Literature

Key Ideas and Details

- 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **5.RL.1**
 - 2 Analyze literary text development: **5.RL.2**
 - a 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. **5.RL.2.A**
 - b Summarize the text, incorporating a theme determined from details in the text. **5.RL.2.B**
 - 3 Describe story elements: **5.RL.3**
 - a Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama. **5.RL.3.A**
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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. **5.RL.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. **5.RL.5**
- 6 Describe how a narrator's or speaker's perspective influences how events are described, including the impact of the point of view. **5.RL.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). **5.RL.7**
- 9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **5.RL.9**

Range of Reading and Level of Text Complexity

- 10 Read and comprehend literary texts appropriately complex for grade 5. **5.RL.10**

Writing Foundations

Handwriting, Spelling, and Sentence Formation

- 1 Demonstrate and apply correct handwriting skills: **5.WF.1**
 - a Legibly and fluently write in manuscript to produce grade-appropriate tasks. **5.WF.1.A**
 - 2 Know and apply phonics and word analysis skills when encoding words: **5.WF.2**
 - a Use knowledge of Greek and Latin roots to accurately spell multisyllabic words. **5.WF.2.A**
 - b Spell grade-appropriate words correctly, consulting references as needed. **5.WF.2.B**
 - 3 Demonstrate command of the conventions of English when writing, including multi-paragraph texts: **5.WF.3**
 - a Use punctuation to separate items in a series. **5.WF.3.A**
 - b Use a comma to separate an introductory element from the rest of the sentence. **5.WF.3.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?). **5.WF.3.C**
 - d Use underlining, quotation marks, or italics to indicate titles of works. **5.WF.3.D**
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Writing

Text Types and Purposes

- 1 Write argumentative/opinion pieces on topics or texts, supporting a claim with reasons and information: **5.W.1**
 - a Introduce a topic or text clearly, state a claim, 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 the claim and reasons using words, phrases, and clauses (e.g., consequently, specifically). **5.W.1.C**
 - d Provide a conclusion that follows from the argument presented, as appropriate to the task. **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 organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. **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**
 - c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). **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 concluding statement or section related to the information or explanation presented. **5.W.2.E**
- 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: **5.W.3**
 - a Orient the reader by establishing a situation and introducing 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 sensory details to convey experiences and events precisely. **5.W.3.D**
 - e Provide a conclusion that follows from the narrated experiences or events. **5.W.3.E**

Production and Distribution of Writing

- 4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.) **5.W.4**
- 5 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. **5.W.5**

Research to Build and Present Knowledge

- 6 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic: **5.W.6**
 - a Summarize or paraphrase in notes and finished work the relevant information collected from experiences and/or print and digital sources, and provide a list of sources. **5.W.6.A**
 - b Draw evidence from literary or informational texts to support analysis, reflection, and research. **5.W.6.B**

Speaking and Listening

Comprehension and Collaboration

- 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners 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 rules 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**
- 2 Summarize a written text read aloud or information 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**

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. **5.SL.4**
 - 5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills. **5.SL.5**
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Language

Conventions of English

- 1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: **5.L.1**
 - a Use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. **5.L.1.A**
 - b Use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. **5.L.1.B**
 - c Use verb tense to convey various times, sequences, states, and conditions. **5.L.1.C**
 - d Use correct verb tense. **5.L.1.D**
 - e Use correlative conjunctions (e.g., either/or, neither/nor). **5.L.1.E**
 - 2 (Addressed in Writing Foundations) **5.L.2**
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Vocabulary Acquisition and Use

- 3 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.3**
 - a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **5.L.3.A**
 - b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). **5.L.3.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. **5.L.3.C**
- 4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: **5.L.4**
 - a Interpret figurative language, including similes and metaphors, in context. **5.L.4.A**
 - b Recognize and explain the meaning of common idioms, adages, and proverbs. **5.L.4.B**
 - c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **5.L.4.C**
- 5 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.5**