

# Grade 5

## Reading Literature Standards

### Key Ideas and Details

- 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [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. [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). [RL.5.3](#)
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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. [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 Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6](#)
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### 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). [RL.5.7](#)
  - 8 (Not applicable to literature) [RL.5.8](#)
  - 9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9](#)
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### 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. [RL.5.10](#)
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## Reading Informational Text Standards

### Key Ideas and Details

- 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [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. [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. [RI.5.3](#)

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### 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. [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. [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. [RI.5.6](#)

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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. [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). [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](#)

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### 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. [RI.5.10](#)

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## Reading Foundational Skills Standards

### 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](#)

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## 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**
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## Writing Standards

### Text Types and Purposes

- 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 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**
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### Text Types and Purposes

- 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; include formatting (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**

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### **Text Types and Purposes**

- 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **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. **W.5.3.A**
  - b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **W.5.3.B**
  - c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **W.5.3.C**
  - d Use concrete words and phrases and sensory details to convey experiences and events precisely. **W.5.3.D**
  - e Provide a conclusion that follows from the narrated experiences or events. **W.5.3.E**

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### **Production and Distribution of Writing**

- 4 Produce clear and coherent writing 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.) **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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) **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. **W.5.6**

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### **Research to Build and Present Knowledge**

- 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **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. **W.5.8**
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **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]"). **W.5.9.A**
  - 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]"). **W.5.9.B**

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### 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. [W.5.10](#)
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### Speaking and Listening Standards

#### Comprehension and Collaboration

- 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 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2](#)
- 3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3](#)
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#### 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. [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. [SL.5.5](#)
- 6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade 5 Language standards 1 and 3 for specific expectations.) [SL.5.6](#)
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## Language Standards

### Conventions of Standard English

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

- 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 stories, dramas, or poems. **L.5.3.B**

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## 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. **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**
- 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**
- 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**