

# Grade 5

Adopted 2017

## Reading Standards for Literature

### Key Ideas and Details

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 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. For example, students explore the theme "Heroism demands courage and taking risks" in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis. [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](#)

---

### Craft and Structure

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. 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 in a story, myth, poem, or drama. [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). [RL.5.7](#)
8. Not applicable. [RL.5.8](#)
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](#)

---

### Range of Reading and Level of Text Complexity

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

### Key Ideas and Details

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

### 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. 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. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent. **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. **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 knowledgeably about the subject. **RI.5.9**
- 

### Range of Reading and Level of Text Complexity

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**
- 

## 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**
-

## Writing

### 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 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 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 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](#)
- 

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

- 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](#)
    - 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, 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](#)
- 

### **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 written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed. [W.5.9](#)
- 

### **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 discipline-specific tasks, purposes, and audiences. [W.5.10](#)
-

## Speaking and Listening

### 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](#)
- 

### Presentation of Knowledge and Ideas

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. Include multimedia components 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. [SL.5.6](#)
-

## Language

### Conventions of Standard English

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. **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.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**
- 

### 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**

---

## 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**
  - 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**
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**