

# Grade 5

Adopted 2016

## College and Career Readiness Standards: 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. [CCR.R.1](#)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [CCR.R.2](#)
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. [CCR.R.3](#)

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### 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. [CCR.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. [CCR.R.5](#)
6. Assess how point of view or purpose shapes the content and style of a text. [CCR.R.6](#)

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### 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. [CCR.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. [CCR.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. [CCR.R.9](#)

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### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [CCR.R.10](#)
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**College and Career  
Readiness Standards:  
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. **CCR.W.1**
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. **CCR.W.2**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. **CCR.W.3**

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**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. **CCR.W.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CCR.W.5**
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **CCR.W.6**

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**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. **CCR.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. **CCR.W.8**
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCR.W.9**

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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 tasks, purposes, and audiences. **CCR.W.10**

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**College and Career  
Readiness Standards:  
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. **CCR.SL.1**
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **CCR.SL.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **CCR.SL.3**

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### **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. [CCR.SL.4](#)
  5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCR.SL.5](#)
  6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. [CCR.SL.6](#)
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### **College and Career Readiness Standards: Language**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [CCR.L.1](#)
  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [CCR.L.2](#)
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#### **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. [CCR.L.3](#)
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#### **Vocabulary Acquisition and Use**

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. [CCR.L.4](#)
  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCR.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. [CCR.L.6](#)
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### **Reading Standards for 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. [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 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. [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 Standards for Foundational Skills**

### **Print Concepts**

1. Not applicable in grade 5. **RF.5.1**

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### **Phonological Awareness**

2. Not applicable in grade 5. **RF.5.2**

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### **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**
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**
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. [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. [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. [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**