

# Grade 5

Adopted 2014

**Foundational Skills:**  
**Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.** CC.1.1

**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.** CC.1.2

## Phonics and Word Recognition

- D. Know and apply grade-level phonics and word analysis skills in decoding words.
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. CC.1.1.5.D

## Fluency

- E. Read with accuracy and fluency to support comprehension.
  - Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.1.5.E

## Key Ideas and Details - Main Idea

- A. Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.2.5.A

## Key Ideas and Details - Text Analysis

- C. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. CC.1.2.5.C

## Craft and Structure - Point of View

- D. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.1.2.5.D

## Craft and Structure - Text Structure

- E. Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). CC.1.2.5.E

## Craft and Structure - Vocabulary

- F. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.2.5.F

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**Integration of Knowledge and Ideas - Diverse Media**

- G. 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. [CC.1.2.5.G](#)

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**Integration of Knowledge and Ideas - Evaluating Arguments**

- H. Determine how an author supports particular points in a text through reasons and evidence. [CC.1.2.5.H](#)

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**Integration of Knowledge and Ideas - Analysis Across Texts**

- I. Integrate information from several texts on the same topic to demonstrate understanding of that topic. [CC.1.2.5.I](#)

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**Vocabulary Acquisition and Use**

- J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [CC.1.2.5.J](#)
- K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. [CC.1.2.5.K](#)

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**Range of Reading**

- L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. [CC.1.2.5.L](#)

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**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.** [CC.1.3](#)

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**Key Ideas and Details - Theme**

- A. Determine a theme of a text 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. [CC.1.3.5.A](#)

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**Key Ideas and Details - Text Analysis**

- B. Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. [CC.1.3.5.B](#)

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**Key Ideas and Details - Literary Elements**

- C. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. [CC.1.3.5.C](#)

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**Craft and Structure - Point of View**

- D. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [CC.1.3.5.D](#)

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**Craft and Structure - Text Structure**

- E. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [CC.1.3.5.E](#)
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**Craft and Structure - Vocabulary**

- F. Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. [CC.1.3.5.F](#)
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**Integration of Knowledge and Ideas - Sources of Information**

- G. 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). [CC.1.3.5.G](#)
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**Integration of Knowledge and Ideas - Text Analysis**

- H. Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. [CC.1.3.5.H](#)
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**Vocabulary Acquisition and Use - Strategies**

- I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. [CC.1.3.5.I](#)
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**Vocabulary Acquisition and Use**

- J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. [CC.1.3.5.J](#)
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**Range of Reading**

- K. Read and comprehend literary fiction on grade level, reading independently and proficiently. [CC.1.3.5.K](#)
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**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.** [CC.1.4](#)

**Informative/Explanatory**

- A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [CC.1.4.5.A](#)
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**Informative/Explanatory - Focus**

- B. Identify and introduce the topic clearly. [CC.1.4.5.B](#)
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**Informative/Explanatory - Content**

- C. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. [CC.1.4.5.C](#)

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**Informative/Explanatory - Organization**

- D. Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. [CC.1.4.5.D](#)

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**Informative/Explanatory - Style**

- E. Write with an awareness of style.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Use sentences of varying length.[CC.1.4.5.E](#)

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**Informative/Explanatory - Conventions of Language**

- F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.5.F](#)

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**Opinion/Argumentative**

- 5G. Write opinion pieces on topics or texts. [CC.1.4.5G](#)

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**Opinion/Argumentative - Focus**

- H. Introduce the topic and state an opinion on the topic. [CC.1.4.5.H](#)

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**Opinion/Argumentative - Content**

- I. Provide reasons that are supported by facts and details; draw from credible sources. [CC.1.4.5.I](#)

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**Opinion/Argumentative - Organization**

- J. Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. [CC.1.4.5.J](#)

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**Opinion/Argumentative - Style**

- K. Write with an awareness of style.
  - Use sentences of varying length.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.[CC.1.4.5.K](#)

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**Opinion/Argumentative - Conventions of Language**

- L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.5.L](#)

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**Narrative**

- M. Write narratives to develop real or imagined experiences or events. [CC.1.4.5.M](#)

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**Narrative - Focus**

- N. Orient the reader by establishing a situation and introducing a narrator and/or characters. [CC.1.4.5.N](#)

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**Narrative - Content**

- O. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. [CC.1.4.5.O](#)

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**Narrative - Organization**

- P. Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. [CC.1.4.5.P](#)

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**Narrative - Style**

- Q. Write with an awareness of style.
  - Use sentences of varying length.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.[CC.1.4.5.Q](#)

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**Narrative - Conventions of Language**

- R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.5.R](#)

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**Response to Literature**

- S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. [CC.1.4.5.S](#)

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**Production and Distribution of Writing - Writing Process**

- T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [CC.1.4.5.T](#)

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**Technology and Publication**

- U. With some guidance and support, 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. [CC.1.4.5.U](#)

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**Conducting Research**

- V. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [CC.1.4.5.V](#)

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**Credibility, Reliability, and Validity of Sources**

- W. 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. [CC.1.4.5.W](#)

**Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.** CC.1.5

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### **Range of Writing**

- X. 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. CC.1.4.5.X

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### **Comprehension and Collaboration - Collaborative Discussion**

- A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.5.A

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### **Comprehension and Collaboration - Critical Listening**

- B. Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.1.5.5.B

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### **Comprehension and Collaboration - Evaluating Information**

- C. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CC.1.5.5.C

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### **Presentation of Knowledge and Ideas - Purpose, Audience, and Task**

- D. Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.5.D

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### **Presentation of Knowledge and Ideas - Context**

- E. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. CC.1.5.5.E

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### **Integration of Knowledge and Ideas - Multimedia**

- F. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CC.1.5.5.F

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### **Conventions of Standard English**

- G. Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content. CC.1.5.5.G