

# English Language Arts: Grade 5

## Reading: Literature RL

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- 1a** Refer to details and examples in a text when explaining what the text says explicitly. [LC.RL.5.1A](#)
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- 1b** Refer to specific text evidence to support inferences, interpretations, or conclusions. [LC.RL.5.1B](#)
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- 2a** Summarize a portion of text such as a paragraph or a chapter. [LC.RL.5.2A](#)
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- 2b** Summarize a text from beginning to end in a few sentences. [LC.RL.5.2B](#)
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- 2c** Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. [LC.RL.5.2C](#)
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- 3a** Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. [LC.RL.5.3A](#)
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- 3b** 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). [LC.RL.5.3B](#)
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- 4** Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. [LC.RL.5.4](#)
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- 5a** Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text. [LC.RL.5.5A](#)
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- 5b** Explain how a series of chapters fits together to provide the overall structure of a particular text. [LC.RL.5.5B](#)
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- 6a** Describe how a narrator's or speaker's point of view influences how events are described. [LC.RL.5.6A](#)
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- 6b** Explain how the description of characters, setting, or events might change if the person telling the story changed. [LC.RL.5.6B](#)
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- 6c** Interpret the meaning of metaphors and similes to help explain the setting within a text. [LC.RL.5.6C](#)

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**6d** Interpret the meaning of metaphors and similes to help determine the mood within a text. [LC.RL.5.6D](#)

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**7** Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [LC.RL.5.7](#)

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**9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [LC.RL.5.9](#)

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**10a** Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction. [LC.RL.5.10A](#)

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**10b** Use a variety of strategies to derive meaning from a variety of print and non-print literary texts. [LC.RL.5.10B](#)

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**Reading: Informational  
Text** [RI](#)

**1a** Quote accurately from a text when explaining what the text says explicitly. [LC.RI.5.1A](#)

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**1b** Quote accurately from a text to support inferences. [LC.RI.5.1B](#)

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**2a** Determine the main idea, and identify key details to support the main idea. [LC.RI.5.2A](#)

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**2b** Summarize the text or a portion of the text read, read aloud, or presented in diverse media. [LC.RI.5.2B](#)

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**3a** Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. [LC.RI.5.3A](#)

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**3b** 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. [LC.RI.5.3B](#)

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**3c** 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 across texts. [LC.RI.5.3C](#)

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**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. [LC.RI.5.4](#)

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**5a** Use signal words as a means of locating information (e.g., knowing that because or as a result of may help link a cause to a result). [LC.RI.5.5A](#)

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**5b** Use signal words to identify common types of text structures. [LC.RI.5.5B](#)

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**5c** 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. [LC.RI.5.5C](#)

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- 6** Note important similarities and differences in the point of view of multiple accounts of the same event or topic. [LC.RI.5.6](#)
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- 7a** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. [LC.RI.5.7A](#)
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- 7b** Refer to multiple print or digital sources as support for inferences (e.g., how did you know?). [LC.RI.5.7B](#)
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- 8a** Explain how an author uses reasons and evidence to support particular points in a text. [LC.RI.5.8A](#)
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- 8b** Identify reasons and evidence that support an author's point(s) in a text. [LC.RI.5.8B](#)
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- 8c** Identify the author's stated thesis/claim/opinion. **8d** Identify evidence the author uses to support stated thesis/claim/opinion. [LC.RI.5.8C](#)
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- 9a** Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?). [LC.RI.5.9A](#)
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- 9b** Integrate information on a topic from multiple sources to answer a question or support a focus or opinion. [LC.RI.5.9B](#)
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- 10a** Read or be read to a variety of informational texts or adapted texts. [LC.RI.5.10A](#)
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- 10b** Use a variety of strategies to derive meaning from a variety of print and non-print informational texts. [LC.RI.5.10B](#)
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**Reading: Foundational Skills** [RF](#)

- 3** Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context. [LC.RF.5.3](#)
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- 4** Use context to confirm or self-correct word recognition. [LC.RF.5.4](#)
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**Writing** [W](#)

- 1a** Produce an opinion piece which has an introduction that states an opinion and has an organizational structure in which ideas are logically grouped to support the writer's opinion. [LC.W.5.1A](#)
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- 1b** Provide relevant facts to support the reasons and stated opinion. [LC.W.5.1B](#)
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- 1c** Link opinion and reasons using words and phrases. [LC.W.5.1C](#)
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- 1d** Provide a concluding statement or section related to the opinion presented. [LC.W.5.1D](#)
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- 2a** Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic. [LC.W.5.2A](#)
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- 2b** Group related information logically. [LC.W.5.2B](#)
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- 2c** Develop the topic (i.e., add additional information related to the topic) with facts, definitions, concrete details, quotations, or other information and examples. [LC.W.5.2C](#)
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- 2d** Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic. [LC.W.5.2D](#)
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- 2e** Use transitional words and phrases to connect ideas. [LC.W.5.2E](#)
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- 2f** Use precise language and domain-specific vocabulary to inform about or explain the topic. [LC.W.5.2F](#)
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- 2g** Provide a concluding statement or section related to the information presented. [LC.W.5.2G](#)
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- 3a** Produce a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters. [LC.W.5.3A](#)
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- 3b** Organize an event so that it unfolds naturally. [LC.W.5.3B](#)
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- 3c** When appropriate use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. [LC.W.5.3C](#)
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- 3d** Use transitional words and phrases to manage the sequence of events. [LC.W.5.3D](#)
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- 3e** Use concrete words and phrases and sensory details to convey experiences and events precisely. [LC.W.5.3E](#)
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- 3f** Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events. [LC.W.5.3F](#)
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- 4** Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader). [LC.W.5.4](#)
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- 5a** With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). [LC.W.5.5A](#)
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- 5b** With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent product, strengthen an opinion piece by adding another reason, fix incorrect spelling). [LC.W.5.5B](#)
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- 6** Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing). [LC.W.5.6](#)

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**7** Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). [LC.W.5.7](#)

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**8a** Recall relevant information from experiences to use in permanent products. [LC.W.5.8A](#)

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**8b** Gather information (e.g., highlight in text, quote or paraphrase from a source) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic. [LC.W.5.8B](#)

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**8c** Sort evidence collected from print and/or digital sources into provided categories. [LC.W.5.8C](#)

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**8d** Provide a list of sources that contributed to the creation of a permanent product. [LC.W.5.8D](#)

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**9** Provide evidence from texts when producing permanent products. [LC.W.5.9](#)

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**Speaking & Listening** [SL](#)

**1a** Make appropriate comments that contribute to a collaborative discussion. [LC.SL.5.1A](#)

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**1b** Review the key ideas expressed within a collaborative discussion. [LC.SL.5.1B](#)

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**2a** Determine the narrative point of view of a text read, read aloud, or viewed. [LC.SL.5.2A](#)

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**2b** Summarize the text or a portion of the text read, read aloud, or presented in diverse media. [LC.SL.5.2B](#)

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**3a** Identify a speaker's points or claims. [LC.SL.5.3A](#)

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**3b** Summarize the points a speaker makes. [LC.SL.5.3B](#)

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**3c** Identify reasons and evidence that a speaker provides to support points or claims. [LC.SL.5.3C](#)

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**3d** Explain how at least one claim in a discussion is supported by reasons and evidence. [LC.SL.5.3D](#)

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**4a** Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details. [LC.SL.5.4A](#)

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**4b** Elaborate on each fact or opinion given in support of a claim with relevant details. [LC.SL.5.4B](#)

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**5a** Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic. [LC.SL.5.5A](#)

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**5b** Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme. [LC.SL.5.5B](#)

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**Language L**

**1a** Use appropriate verb tense to convey times, sequence, state, and condition. [LC.L.5.1A](#)

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**1b** Recognize and correct inappropriate shifts in verb tense. [LC.L.5.1B](#)

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**1c** Identify and use conjunctions, prepositions, and interjections when communicating. [LC.L.5.1C](#)

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**1d** Produce simple, compound, and complex sentences in writing. [LC.L.5.1D](#)

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**2a** Use punctuation to separate items in a series. [LC.L.5.2A](#)

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**2b** Use commas accurately when communicating. [LC.L.5.2B](#)

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**2c** Spell words correctly when communicating, consulting references as needed. [LC.L.5.2C](#)

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**3** Expand, combine, and reduce sentences for meaning, reader interest, and style when communicating. [LC.L.5.3](#)

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**4a** Use context to determine the meaning of unknown or multiple meaning words. [LC.L.5.4A](#)

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**4b** Use common grade-appropriate roots and affixes as clues to the meaning of a word. [LC.L.5.4B](#)

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**4c** Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. [LC.L.5.4C](#)

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**4d** Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word. [LC.L.5.4D](#)

**4e** Identify the denotation for a known word. [LC.L.5.4E](#)

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**5a** Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. [LC.L.5.5A](#)

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**5b** Use figurative language in context, including similes and metaphors. [LC.L.5.5B](#)

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**5c** Identify the meaning of common idioms or proverbs. [LC.L.5.5C](#)

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**5d** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words. [LC.L.5.5D](#)

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**6a** Use grade-appropriate general academic and domain-specific words and phrases accurately. [LC.L.5.6A](#)

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