

# Grade 5

Adopted 2021

## 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**
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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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## Reading Standards for Literature

- 1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.** **RL.1**
    1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. **RL.5.1**
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- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** **RL.2**
    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. **RL.5.2**
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- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** **RL.3**
    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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- 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. [RL.4](#)**
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](#)
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- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. [RL.5](#)**
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](#)
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- 6. Assess how point of view or purpose shapes the content and style of a text. [RL.6](#)**
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](#)
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- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [RL.7](#)**
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](#)
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- 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. [RL.8](#)**
8. Not applicable. [RL.5.8](#)
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- 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. [RL.9](#)**
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](#)
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- 10. Independently and proficiently read and comprehend complex literary and informational texts. [RL.10](#)**
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](#)
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## Reading Standards for Informational Text

- 1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text. [RI.1](#)**
1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. [RI.5.1](#)

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**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RI.2**

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

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**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI.3**

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

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**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. RI.4**

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

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**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. RI.5**

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

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**6. Assess how point of view or purpose shapes the content and style of a text. RI.6**

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

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**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RI.7**

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

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**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. RI.8**

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

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**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. RI.9**

9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject. RI.5.9

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**10. Independently and proficiently read and comprehend complex literary and informational texts. RI.10**

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
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**Writing**

**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.1**

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
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**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. W.2**

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

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**3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. W.3**

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

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**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.4**

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.4

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**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5**

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

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**6. Use technology to produce and publish writing and to interact and collaborate with others. W.6**

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

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**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.7**

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7

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**8. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W.8**

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

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

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

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**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. W.10**

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**

**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. SL.1**

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

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**2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.2**

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2

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**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. SL.3**

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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**4. Present information, findings, and supporting evidence such that:  
<li>Listeners can follow the line of reasoning.</li><li>The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.</li></ul> SL.4**

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

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**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.5**

5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.5
5. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.5

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**6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate SL.6**

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. SL.5.6
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

### **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** L.1

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.<sup>11</sup> 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
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### **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** L.2

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
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### **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.** L.3

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.<sup>12</sup> 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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**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. L.4**

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

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**5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5**

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

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**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. L.6**

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