

Reading Standards for Literature (5th) Fifth Grade

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>Key Ideas & Details</u>			
<u>RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
<u>RL.5.2</u> 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.			
<u>RL.5.3</u> 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).			
<u>Craft and Structure</u>			
<u>RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p><u>RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>			
<p><u>RL.5.6</u> Describe how a narrator’s or speaker’s point of view influences how events are described.</p>			
<u>Integration of Knowledge and Ideas</u>			
<p><u>RL.5.7</u> 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).</p>			
<p><u>RL.5.8</u> (Not applicable to literature).</p>			
<p><u>RL.5.9</u> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>Range of Reading and Level of Text Complexity</u>			
<u>RI.5.10</u> 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.			
<u>Reading Standards for Informational Text (5th) Fifth Grade</u>			
<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>Key Ideas and Details</u>			
<u>RI.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
<u>RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
<u>RI.5.3</u> 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.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>Craft and Structure</u>			
<u>RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.			
<u>RI.5.5</u> 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.			
<u>RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
<u>Integration of Knowledge and Ideas</u>			
<u>RI.5.7</u> 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.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>RI.5.8</u> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
<u>RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			
<u>Range of Reading and Level of Text Complexity</u>			
<u>RI.5.10</u> 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.			
<u>Reading Standards: Foundational Skills (5th) Fifth Grade</u>			
<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>Phonics and Word Recognition</u>			
<u>RF.5.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p><u>RF.5.3a</u> 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.</p>			
<u>Fluency</u>			
<p><u>RF.5.4</u> Read with sufficient accuracy and fluency to support comprehension.</p>			
<p><u>RF.5.4a</u> Read on-level text with purpose and understanding.</p>			
<p><u>RF.5.4b</u> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>			
<p><u>RF.5.4c</u>. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			

Writing Standards (5th) Fifth Grade

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>Text Types and Purposes</u>			
<u>W.5.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
<u>W.5.1a</u> 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.			
<u>W.5.1b</u> Provide logically ordered reasons that are supported by facts and details.			
<u>W.5.1c</u> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).			
<u>W.5.1d</u> Provide a concluding statement or section related to the opinion presented.			
<u>W.5.2</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p><u>W.5.2a</u> 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.</p>			
<p><u>W.5.2b</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>			
<p><u>W.5.2c</u> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>			
<p><u>W.5.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>			
<p><u>W.5.2e</u> Provide a concluding statement or section related to the information or explanation presented.</p>			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p><u>W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p>			
<p><u>W.5.3a</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>			
<p><u>W.5.3b</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>			
<p><u>W.5.3c</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>			
<p><u>W.5.3d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p><u>W.5.3e</u> Provide a conclusion that follows from the narrated experiences or events.</p>			
<p><u>Production and Distribution of Writing</u></p>			
<p><u>W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.).</p>			
<p><u>W.5.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p>			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p><u>W.5.6</u> 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.</p>			
<p><u>Research to Build and Present Knowledge</u></p>			
<p><u>W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>			
<p><u>W.5.8</u> 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</p>			
<p><u>W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p><u>W.5.9a</u> 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]”).</p>			
<p><u>W.5.9b</u> 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]”).</p>			
<u>Range of Writing</u>			
<p><u>W.5.10</u> 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.</p>			

Speaking and Listening Standards (5th) Fifth Grade

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>Comprehension and Collaboration</u>			
<u>SL.5.1</u> 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.			
<u>SL.5.1a</u> 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			
<u>SL.5.1b</u> Follow agreed-upon rules for discussions and carry out assigned roles.			
<u>SL.5.1c</u> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>SL.5.1d</u> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
<u>SL.5.2</u> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
<u>SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
<u>Presentation of Knowledge and Ideas</u>			
<u>SL.5.4</u> 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.			
<u>SL.5.5</u> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p>SL5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.).</p>			

Language Standards (5th) Fifth Grade

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p><u>Conventions of Standard English</u></p>			
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			
<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>			
<p>L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>			
<p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p>			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>L.5.1d</u> Recognize and correct inappropriate shifts in verb tense.*			
<u>L.5.1e</u> Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).			
<u>L.5.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<u>L.5.2a</u> Use punctuation to separate items in a series.*			
<u>L.5.2b</u> Use a comma to separate an introductory element from the rest of the sentence.			
<u>L.5.2c</u> 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?).			
<u>L.5.2d</u> Use underlining, quotation marks, or italics to indicate titles of works.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>L.5.2e</u> Spell grade-appropriate words correctly, consulting references as needed.			
<u>Knowledge of Language</u>			
<u>L.5.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
<u>L.5.3a</u> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
<u>L.5.3b.</u> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
<u>Vocabulary Acquisition and Use</u>			
<u>L.5.4</u> 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.			
<u>L.5.4a</u> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<u>L.5.4b</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).			
<u>L.5.4c</u> 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.			
<u>L.5.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
<u>L.5.5a</u> Interpret figurative language, including similes and metaphors, in context.			
<u>L.5.5b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.			
<u>L.5.5c</u> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			

<u>Grade 5</u>	<u>How will we know... Assessment</u>	<u>Text Resources</u>	<u>Additional Resources & Lessons/Activities</u>
<p>L.5.6 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).</p>			