



| Strands>  | Reading: Literature (RL.5.x)   | Reading: Informational Text (RI.5.x)  |  | Reading: Foundational Skills (RF.5.x)   | Writing: (W.5.x)   | Language (L.5.x)   | Speaking & Listening (SL.5.x)  |
|---|--|---|--|---|--|--|--|
| Key Ideas and Details<br>(only for Reading: Literature and Informational Text columns.) | <b>RL.5.1 Quote accurately from a text</b> when explaining what the text says explicitly and when drawing inferences from the text.  | <b>RI.5.1 Quote accurately from a text</b> when explaining what the text says explicitly and when drawing inferences from the text.   |  | <u>intentionally left blank</u>   | <p><b>W.5.1 Write opinion pieces</b> on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure</b> in which ideas are logically grouped to support the writer's purpose.</p>   | <p><b>L.5.1 Demonstrate command of the conventions of standard English grammar and usage</b> when writing or speaking.</p> <p><b>L.5.1a Explain the function of conjunctions, prepositions, and interjections</b> in general and their function in particular sentences.</p> | <b>SL.5.1 Engage effectively in a range of collaborative discussions</b> (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. |
|   | <b>RL.5.2 Determine a theme of a story, drama, or poem from details in the text</b> , including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; <b>summarize the text</b> . | <b>RI.5.2 Determine two or more main ideas of a text</b> and explain how they are supported by key details; <b>summarize the text</b> .   |  | <u>intentionally left blank</u>   | <p><b>W.5.1b Provide logically ordered reasons that are supported by facts and details</b>.</p> <p><b>W.5.1c Link opinion and reasons using words, phrases, and clauses</b> (e.g., consequently, specifically).</p> <p><b>W.5.1d Provide a concluding statement or section</b> related to the opinion presented.</p>   | <p><b>L.5.1b Form and use the perfect</b> (e.g., I had walked; I have walked; I will have walked) <b>verb tenses</b>.</p> <p><b>L.5.1c Use verb tense to convey various times, sequences, states, and conditions</b>.</p>  | <b>SL.5.1a</b> Come to discussions prepared, having read or studied required material; <b>explicitly draw on that preparation and other information</b> known about the topic <b>to explore ideas under discussion</b> .         |
|   | <b>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama</b> , drawing on specific details in the text (e.g., how characters interact).  | <b>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text</b> based on specific information in the text. | <b>Phonics &amp; Word Recognition &gt;&gt;</b> (only for Reading: Foundational Skills column)> | <b>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words</b> . | <p><b>W.5.2 Write informative/explanatory texts</b> to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically</b>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> | <p><b>L.5.1d Recognize and correct inappropriate shifts in verb tense</b>.*</p> <p><b>L.5.1e Use correlative conjunctions</b> (e.g., either/or, neither/nor).</p>  | <b>SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles</b> .   |

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|--|--|---|--|---|---|--|--|
| <b>Craft and Structure</b><br>(only for Reading: Literature and Informational Text columns.) | <b>RL.5.4 Determine the meaning of words and phrases as they are used in a text</b> , including figurative language such as metaphors and similes.       | <b>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases</b> in a text relevant to a grade 5 topic or subject area.  | <b>Phonics &amp; Word Recognition &gt;&gt;</b><br>(only for Reading: Foundational Skills column)<br>>>>>>> | <b>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology</b> (e.g., roots and affixes) to <b>read accurately unfamiliar multisyllabic words in context and out of context.</b> | <b>W.5.2b Develop the topic</b> with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br><br><b>W.5.2c Link ideas</b> within and across categories of information <b>using words, phrases, and clauses</b> (e.g., in contrast, especially).<br><br><b>W.5.2d Use precise language and domain-specific vocabulary</b> to inform about or explain the topic. | <b>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b><br><br><b>L.5.2a Use punctuation to separate items in a series.*</b><br><br><b>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</b>   | <b>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion</b> and elaborate on the remarks of others.   |
|  | <b>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.</b> | <b>RI.5.5 Compare and contrast the overall structure</b> (e.g., chronology, comparison, cause/effect, problem/solution) <b>of events, ideas, concepts, or information</b> in two or more texts. |  |   |   | <b>W.5.2e Provide a concluding statement or section</b> related to the information or explanation presented.<br><br><b>W.5.3 Write narratives to develop real or imagined experiences or events</b> using effective technique, descriptive details, and clear event sequences.<br><br><b>W.5.3a Orient the reader</b> by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | <b>L.5.2c Use a comma to set off the words yes and no</b> (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?).<br><br><b>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</b> |
|  | <b>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</b>  | <b>RI.5.6 Analyze multiple accounts of the same event or topic, noting similarities and differences</b> in the point of view they represent.  | <b>Fluency &gt;&gt;&gt;&gt;&gt;</b><br>(only for Reading: Foundational Skills column)                      | <b>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</b>   | <b>W.5.3b Use narrative techniques, such as dialogue, description, and pacing,</b> to develop experiences and events or show the responses of characters to situations.<br><br><b>W.5.3c Use a variety of transitional words, phrases, and clauses</b> to manage the sequence of events.  | <b>L.5.2e Spell grade-appropriate words correctly</b> , consulting references as needed.<br><br><b>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>  | <b>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>   |

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| <b>Integration of Knowledge and Ideas</b> (only for Reading: Literature and Informational Text columns.) | <b>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty</b> of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | <b>RI.5.7</b> Draw on information from multiple print or digital sources, <b>demonstrating the ability to locate an answer to a question quickly</b> or to solve a problem efficiently. | <b>Fluency</b><br>>>>>>><br>(only for Reading: Foundational Skills column)<br>>>>>>> | <b>RF.5.4a Read grade-level text with purpose and understanding.</b>  | <b>W.5.3d Use concrete words</b> and phrases and sensory details <b>to convey experiences and events</b> precisely.<br><br><b>W.5.3e Provide a conclusion that follows from the narrated experiences or events.</b><br><br><b>W.5.4 Produce clear and coherent writing</b> 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.) | <b>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</b><br><br><b>L.5.3b Compare and contrast the varieties of English</b> (e.g., dialects, registers) <b>used in stories, dramas, or poems.</b>   | <b>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b>   |
|  | (RL.5.8 not applicable to literature)  | <b>RI.5.8 Explain how an author uses reasons and evidence to support particular points</b> in a text, identifying which reasons and evidence support which point(s).                    |  | <b>RF.5.4b Read grade-level prose and poetry orally with accuracy,</b> appropriate rate, and expression on successive readings. | <b>W.5.5</b> With guidance and support from peers and adults, <b>develop and strengthen writing</b> as needed by <b>planning, revising, editing, rewriting, or trying a new approach.</b> (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)   | <b>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b> based on grade 5 reading and content, choosing flexibly from a range of strategies.  | <b>SL.5.4 Report on a topic or text or present an opinion,</b> sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
|  | <b>RL.5.9 Compare and contrast stories in the same genre</b> (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.   | <b>RI.5.9 Integrate information from several texts on the same topic</b> in order to write or speak about the subject knowledgeably.  |  | <b>RF.5.4c Use context to confirm or self-correct word recognition</b> and understanding, rereading as necessary.               | <b>W.5.6</b> With some guidance and support from adults, <b>use technology, including the Internet, to produce and publish writing</b> as well as to interact and collaborate with others; <b>demonstrate sufficient command of keyboarding skills</b> to type a minimum of two pages in a single sitting.   | <b>L.5.4a Use context</b> (e.g., cause/effect relationships and comparisons in text) <b>as a clue to the meaning of a word or phrase.</b><br><br><b>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</b> (e.g., photograph, photosynthesis). | <b>SL.5.5 Include multimedia components</b> (e.g., graphics, sound) <b>and visual displays in presentations</b> when appropriate to enhance the development of main ideas or themes.  |

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| Range of Reading and Level of Text Complexity | <p><b>RL.5.10</b> 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 <b>independently and proficiently</b>.</p> | <p><b>RI.5.10</b> By the end of the year, read and comprehend <b>informational texts</b>, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band <b>independently and proficiently</b>.</p> |  |                                       | <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; <b>summarize or paraphrase information in notes and finished work, and provide a list of sources</b>.</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p><b>L.5.4c</b> 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.</p> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.5.5a</b> Interpret figurative language, including similes and metaphors, in context.</p> | <p><b>SL.5.6</b> 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 here for specific expectations.)</p> |
|   |  |   |  |                                       | <p><b>W.5.9a</b> 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>L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>   |   |
|   |  |   |  |                                       | <p><b>W.5.9b</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]”).</p>   | <p><b>L.5.5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>   |   |
|   |  |   |  |                                       | <p><b>W.5.10</b> 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>   | <p><b>L.5.6</b> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>  |   |