



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 (only for Reading: Literature and Informational Text columns.)	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		<u>intentionally left blank</u>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1a 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.</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>	SL.5.1 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.
	RL.5.2 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 the text .	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text .		<u>intentionally left blank</u>	<p>W.5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1d Provide a concluding statement or section related to the opinion presented.</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>	SL.5.1a 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 .
	RL.5.3 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).	RI.5.3 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.	Phonics & Word Recognition >> (only for Reading: Foundational Skills column)>	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words .	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2a 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>L.5.1d Recognize and correct inappropriate shifts in verb tense.*</p> <p>L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p>	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles .

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Craft and Structure (only for Reading: Literature and Informational Text columns.)	RL.5.4 Determine the meaning of words and phrases as they are used in a text , including figurative language such as metaphors and similes.	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Phonics & Word Recognition >> (only for Reading: Foundational Skills column) >>>>>>	RF.5.3a 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.	W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2a Use punctuation to separate items in a series.* L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	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.	RI.5.5 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.				W.5.2e Provide a concluding statement or section related to the information or explanation presented. W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	L.5.2c 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.5.2d Use underlining, quotation marks, or italics to indicate titles of works.
	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6 Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.	Fluency >>>>> (only for Reading: Foundational Skills column)	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	L.5.2e Spell grade-appropriate words correctly , consulting references as needed. L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Integration of Knowledge and Ideas (only for Reading: Literature and Informational Text columns.)	RL.5.7 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).	RI.5.7 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.	Fluency >>>>>> (only for Reading: Foundational Skills column) >>>>>>	RF.5.4a Read grade-level text with purpose and understanding.	W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3e Provide a conclusion that follows from the narrated experiences or events. W.5.4 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.)	L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	(RL.5.8 not applicable to literature)	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	W.5.5 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 here.)	L.5.4 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.	SL.5.4 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.
	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.5.6 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.	L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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Range of Reading and Level of Text Complexity	<p>RL.5.10 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.</p>	<p>RI.5.10 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.</p>			<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 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.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>L.5.4c 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>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p>	<p>SL.5.6 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 here for specific expectations.)</p>
					<p>W.5.9a 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>W.5.9b 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>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
					<p>W.5.10 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.</p>	<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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	