

Term 1: English Language Arts Standards
Grade 5

Reading: Literature

Key Ideas & Details

- * RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft & Structure

- * RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- * RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular **story**, drama, or poem.

Integration of Knowledge & Ideas

Range of Reading & Text Complexity

- * RL.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.

Reading: Informational Text

Key Ideas & Details

- * RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- * RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft & Structure

- * RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject.

Integration of Knowledge & Ideas

- * RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.

Range of Reading & Text Complexity

- * RI.10 By the end of the year, read and comprehend literature, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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Reading: Language

Conventions of English

- * L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of **conjunctions**, prepositions, and **interjections** in general and in particular sentences.
 - d. Recognize and correct inappropriate shifts in verb tenses.
- * L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - b. Use a comma to separate an introductory element from the rest of a sentence.
 - c. Use a comma to **set off 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?*)
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

Vocabulary Acquisition and Use

- * L.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *phonograph, photosynthesis*)
 - 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 words and phrases.
- * L.5 Demonstrate and understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
- * L.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*)

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Writing

Types and Purposes

- * W.2 Write informative/explanatory texts, to examine a topic and convey information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses. (e.g. *in contrast, especially*)
 - d. Use precise language and domain-specific vocabulary to inform or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

- * W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply grade 5 reading standards to informational texts (e.g., RI.8)

Range of Writing

- * W.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.

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Speaking & Listening

Comprehension and Collaboration

- * SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly
 - 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles
- * SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

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

Reading: Foundational Skills

Phonics and Word Recognition

- * RF.3 Know and apply grade-level phonics and word analysis in decoding words
 - 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.

Fluency

- * RF.4 Read with sufficient accuracy and fluency to support comprehension
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.