**Fifth Grade**

**English Language Arts Standards**

**Reading: Literature**

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/)  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.5.2](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RL.5.3](http://www.corestandards.org/ELA-Literacy/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).

**Craft and Structure:**

[CCSS.ELA-LITERACY.RL.5.4](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RL.5.5](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/)  
Describe how a narrator's or speaker's point of view influences how events are described.

**Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.RL.5.7](http://www.corestandards.org/ELA-Literacy/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).

[CCSS.ELA-LITERACY.RL.5.9](http://www.corestandards.org/ELA-Literacy/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.

**Range of Reading and Level of Text Complexity:**

[CCSS.ELA-LITERACY.RL.5.10](http://www.corestandards.org/ELA-Literacy/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.

**Reading: Informational Text**

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/)  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/)  
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[CCSS.ELA-LITERACY.RI.5.3](http://www.corestandards.org/ELA-Literacy/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.

**Craft and Structure:**

[CCSS.ELA-LITERACY.RI.5.4](http://www.corestandards.org/ELA-Literacy/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*.

[CCSS.ELA-LITERACY.RI.5.5](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/)  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.RI.5.7](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RI.5.8](http://www.corestandards.org/ELA-Literacy/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).

[CCSS.ELA-LITERACY.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/)  
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity:**

[CCSS.ELA-LITERACY.RI.5.10](http://www.corestandards.org/ELA-Literacy/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.

**Reading: Foundational Skills**

**Phonics and Word Recognition:**

[CCSS.ELA-LITERACY.RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/)  
Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-LITERACY.RF.5.3.A](http://www.corestandards.org/ELA-Literacy/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.

**Fluency:**

[CCSS.ELA-LITERACY.RF.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/)  
Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-LITERACY.RF.5.4.A](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)  
Read grade-level text with purpose and understanding.

[CCSS.ELA-LITERACY.RF.5.4.B](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/)  
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

[CCSS.ELA-LITERACY.RF.5.4.C](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/)  
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

**Text Types and Purposes:**

[CCSS.ELA-LITERACY.W.5.1](http://www.corestandards.org/ELA-Literacy/W/5/1/)  
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-LITERACY.W.5.1.A](http://www.corestandards.org/ELA-Literacy/W/5/1/a/)  
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.

[CCSS.ELA-LITERACY.W.5.1.B](http://www.corestandards.org/ELA-Literacy/W/5/1/b/)  
Provide logically ordered reasons that are supported by facts and details.

[CCSS.ELA-LITERACY.W.5.1.C](http://www.corestandards.org/ELA-Literacy/W/5/1/c/)  
Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

[CCSS.ELA-LITERACY.W.5.1.D](http://www.corestandards.org/ELA-Literacy/W/5/1/d/)  
Provide a concluding statement or section related to the opinion presented.

[CCSS.ELA-LITERACY.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/)  
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.W.5.2.A](http://www.corestandards.org/ELA-Literacy/W/5/2/a/)  
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.

[CCSS.ELA-LITERACY.W.5.2.B](http://www.corestandards.org/ELA-Literacy/W/5/2/b/)  
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

[CCSS.ELA-LITERACY.W.5.2.C](http://www.corestandards.org/ELA-Literacy/W/5/2/c/)  
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*).

[CCSS.ELA-LITERACY.W.5.2.D](http://www.corestandards.org/ELA-Literacy/W/5/2/d/)  
Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.5.2.E](http://www.corestandards.org/ELA-Literacy/W/5/2/e/)  
Provide a concluding statement or section related to the information or explanation presented.

[CCSS.ELA-LITERACY.W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/)  
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-LITERACY.W.5.3.A](http://www.corestandards.org/ELA-Literacy/W/5/3/a/)  
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-LITERACY.W.5.3.B](http://www.corestandards.org/ELA-Literacy/W/5/3/b/)  
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

[CCSS.ELA-LITERACY.W.5.3.C](http://www.corestandards.org/ELA-Literacy/W/5/3/c/)  
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

[CCSS.ELA-LITERACY.W.5.3.D](http://www.corestandards.org/ELA-Literacy/W/5/3/d/)  
Use concrete words and phrases and sensory details to convey experiences and events precisely.

[CCSS.ELA-LITERACY.W.5.3.E](http://www.corestandards.org/ELA-Literacy/W/5/3/e/)  
Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing:**

[CCSS.ELA-LITERACY.W.5.4](http://www.corestandards.org/ELA-Literacy/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.)

[CCSS.ELA-LITERACY.W.5.5](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/L/5/).)

[CCSS.ELA-LITERACY.W.5.6](http://www.corestandards.org/ELA-Literacy/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.

**Research to Build and Present Knowledge:**

[CCSS.ELA-LITERACY.W.5.7](http://www.corestandards.org/ELA-Literacy/W/5/7/)  
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

[CCSS.ELA-LITERACY.W.5.8](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.W.5.9](http://www.corestandards.org/ELA-Literacy/W/5/9/)  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.5.9.A](http://www.corestandards.org/ELA-Literacy/W/5/9/a/)  
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]").

[CCSS.ELA-LITERACY.W.5.9.B](http://www.corestandards.org/ELA-Literacy/W/5/9/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]"").

**Range of Writing:**

[CCSS.ELA-LITERACY.W.5.10](http://www.corestandards.org/ELA-Literacy/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.

**Speaking and Listening**

**Comprehension and Collaboration:**

[CCSS.ELA-LITERACY.SL.5.1](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.SL.5.1.A](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.SL.5.1.B](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/)  
Follow agreed-upon rules for discussions and carry out assigned roles.

[CCSS.ELA-LITERACY.SL.5.1.C](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/)  
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

[CCSS.ELA-LITERACY.SL.5.1.D](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/)  
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[CCSS.ELA-LITERACY.SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/)  
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-LITERACY.SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/)  
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.SL.5.4](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.SL.5.5](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.SL.5.6](http://www.corestandards.org/ELA-Literacy/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](http://www.corestandards.org/ELA-Literacy/L/5/) for specific expectations.)

**Language**

**Conventions of Standard English:**

[CCSS.ELA-LITERACY.L.5.1](http://www.corestandards.org/ELA-Literacy/L/5/1/)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.5.1.A](http://www.corestandards.org/ELA-Literacy/L/5/1/a/)  
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

[CCSS.ELA-LITERACY.L.5.1.B](http://www.corestandards.org/ELA-Literacy/L/5/1/b/)  
Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

[CCSS.ELA-LITERACY.L.5.1.C](http://www.corestandards.org/ELA-Literacy/L/5/1/c/)  
Use verb tense to convey various times, sequences, states, and conditions.

[CCSS.ELA-LITERACY.L.5.1.D](http://www.corestandards.org/ELA-Literacy/L/5/1/d/)  
Recognize and correct inappropriate shifts in verb tense.\*

[CCSS.ELA-LITERACY.L.5.1.E](http://www.corestandards.org/ELA-Literacy/L/5/1/e/)  
Use correlative conjunctions (e.g., *either/or, neither/nor*).

[CCSS.ELA-LITERACY.L.5.2](http://www.corestandards.org/ELA-Literacy/L/5/2/)  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.5.2.A](http://www.corestandards.org/ELA-Literacy/L/5/2/a/)  
Use punctuation to separate items in a series.\*

[CCSS.ELA-LITERACY.L.5.2.B](http://www.corestandards.org/ELA-Literacy/L/5/2/b/)  
Use a comma to separate an introductory element from the rest of the sentence.

[CCSS.ELA-LITERACY.L.5.2.C](http://www.corestandards.org/ELA-Literacy/L/5/2/c/)  
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?*).

[CCSS.ELA-LITERACY.L.5.2.D](http://www.corestandards.org/ELA-Literacy/L/5/2/d/)  
Use underlining, quotation marks, or italics to indicate titles of works.

[CCSS.ELA-LITERACY.L.5.2.E](http://www.corestandards.org/ELA-Literacy/L/5/2/e/)  
Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language:**

[CCSS.ELA-LITERACY.L.5.3](http://www.corestandards.org/ELA-Literacy/L/5/3/)  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[CCSS.ELA-LITERACY.L.5.3.A](http://www.corestandards.org/ELA-Literacy/L/5/3/a/)  
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

[CCSS.ELA-LITERACY.L.5.3.B](http://www.corestandards.org/ELA-Literacy/L/5/3/b/)  
Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

**Vocabulary Acquisition and Use:**

[CCSS.ELA-LITERACY.L.5.4](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.L.5.4.A](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.L.5.4.B](http://www.corestandards.org/ELA-Literacy/L/5/4/b/)  
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

[CCSS.ELA-LITERACY.L.5.4.C](http://www.corestandards.org/ELA-Literacy/L/5/4/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.

[CCSS.ELA-LITERACY.L.5.5](http://www.corestandards.org/ELA-Literacy/L/5/5/)  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-LITERACY.L.5.5.A](http://www.corestandards.org/ELA-Literacy/L/5/5/a/)  
Interpret figurative language, including similes and metaphors, in context.

[CCSS.ELA-LITERACY.L.5.5.B](http://www.corestandards.org/ELA-Literacy/L/5/5/b/)  
Recognize and explain the meaning of common idioms, adages, and proverbs.

[CCSS.ELA-LITERACY.L.5.5.C](http://www.corestandards.org/ELA-Literacy/L/5/5/c/)  
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

[CCSS.ELA-LITERACY.L.5.6](http://www.corestandards.org/ELA-Literacy/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*).