

Grade 5

Collaborate in discussions that serve various purposes and address various situations. 5.1

1 Collaborate in discussions that serve various purposes and address various situations. 5.1

With guidance and support students can:

a Actively engage during a discussion and express an opinion. 5.1.A

b Engage in collaborative discussions (EE.SL.5.1). 5.1.B

i Come to discussion prepared to share information. (EE.SL.5.1a). 5.1.B.I

ii Carry out assigned role in a discussion (EE.SL.5.1b). 5.1.B.II

iii Ask questions related to information in a discussion (EE.SL.5.1c). 5.1.B.III

iv Make comments that contribute to the discussion and link to the remarks of others (EE.SL.5.1d). 5.1.B.IV

c Recall key details from a text read aloud or information presented from diverse media and formats. 5.1.C

d Identify the reasons and evidence supporting a specific point (EE.SL.5.3). 5.1.D

Present to express an opinion, persuade, or explain/provide information. 5.2

2 Present to express an opinion, persuade, or explain/provide information. 5.2

With guidance and support students can:

a Report on a familiar topic or text or present an opinion including related facts (EE.SL.5.4). 5.2.A

b Express ideas clearly using appropriate communication conventions (e.g., eye contact, pitch, intonation). 5.2.B

c Select or create audio recordings and visual/tactile displays to enhance a presentation (EE.SL.5.5). 5.2.C

d Differentiate between contexts that require formal and informal communication (EE.SL.5.6). 5.2.D

e Differentiate between contexts that require formal and informal communication (EE.SL.5.6). 5.2.E

Apply strategies to interpret and analyze various types of literary texts. 5.3

3 Apply strategies to interpret and analyze various types of literary texts. 5.3

With guidance and support students can:

a Use a familiar pre-reading strategy, such as identifying a purpose for reading, generating questions to answer while reading, previewing sections of text and activating prior knowledge. 5.3.A

b Identify words in the text to answer a question about explicit information (EE.RL.5.1). 5.3.B

i Identify the central idea or theme of a story, drama or poem (EE.RL.5.2). 5.3.B.I

ii Compare two characters in a familiar story (EE.RL.5.3). 5.3.B.II

c Determine the intended meaning of multi-meaning words in a text (EE.RL.5.4). 5.3.C

i Use simple, common idioms (e.g., You bet!, It's a deal, We're cool) (EE.RL.5.45a). 5.3.C.I

ii Identify story element that undergoes change from beginning to end (EE.RL.5.5). 5.3.C.II

iii Determine the point of view of the narrator (EE.RL.5.6). 5.3.C.III

d Identify illustrations, tactual or multimedia elements that add to understanding of a text (EE.RL.5.7). 5.3.D

i Compare stories, myths, or texts with similar topics or themes (EE.RL.5.9). 5.3.D.I

e Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems (EE.RL.5.10). 5.3.E

Apply strategies to interpret and analyze various types of informational texts. 5.4

4 Apply strategies to interpret and analyze various types of informational texts. 5.4

With guidance and support students can:

a Identify words in the text to answer a question about explicit information (EE:RI.5.1). 5.4.A

i Identify the main idea of a text when it is not explicitly stated (EE:RI.5.2). 5.4.A.I

ii Compare two individuals, events or ideas in a text (EE:RI.5.3). 5.4.A.II

b Determine the meanings of domain-specific words and phrases (EE:RI.5.4). 5.4.B

- i Determine if a text tells about events, gives directions, or provides information on a topic (EE:RI.5.5). 5.4.B.I
 - ii Compare two books on the same topic (EE:RI.5.6). 5.4.B.II
 - iii Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to answer questions. 5.4.B.III
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c Locate information in print or digital sources (EE:RI.5.7). 5.4.C

- i Identify the relationship between a specific point and supporting reasons in an informational text (EE:RI.5.8). 5.4.C.I
 - ii Compare and contrast details gained from two texts on the same topic (EE:RI.5.9). 5.4.C.II
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d Demonstrate understanding of text while actively engaging in shared reading of history/social studies, and science, and technical texts (EE:RI.5.10). 5.4.D

Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. 5.5

5 Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. 5.5

With guidance and support students can:

a Use letter-sound knowledge to read words (EE:RF.5.3). 5.5.A

- i Read common sight words and decode single syllable words (EE:RF.5.3a). 5.5.A.I
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b Read words in text (EE:RF.5.4). 5.5.B

- i Read text comprised of familiar words with accuracy and understanding (EE:RF.5.4a). 5.5.B.I
 - ii Use text to confirm or self-correct word recognition when reading (EE:RF.5.4c). 5.5.B.II
 - iii Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words (EE:RF.5.4d). 5.5.B.III
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c Communicate using complete sentences when asked (EE:L.5.3.a). 5.5.C

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- d Demonstrate knowledge of word meanings (EE.L.5.4). 5.5.D**
- i Use sentence level context to determine which word is missing from a content area (EE.L.5.4a). 5.5.D.I
 - ii Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks) (EE.L.5.4b). 5.5.D.II
 - iii Demonstrate understanding of words that have similar meanings (EE.L.5.4d). 5.5.D.III
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- e Read and identify the meaning of words and phrases based on targeted prefixes and suffixes. 5.5.E**
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- f Apply knowledge of derivational suffixes that change the part of speech of the base word (e.g., active and activity) from a targeted list of familiar words. 5.5.F**
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- g Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words. 5.5.G**
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- h Use common targeted roots and affixes as clues to determining the meaning of a word. 5.5.H**
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- i Identify a story element that undergoes change from beginning to end (EE.L.5.5). 5.5.I**
- i Use simple common idioms (e.g., You bet! It's a deal., We're cool) (EE.L.5.5a). 5.5.I.I
 - ii Demonstrate understanding of words that have similar meanings (EE.L.5.5c). 5.5.I.II
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- j Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words (EE.L.5.6). 5.5.J**
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Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. 5.6

6 Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. 5.6

With guidance and support students can:

- a Write opinions about topics or text (EE.W.5.1). 5.6.A**
 - i Introduce a topic or text and state an opinion about it (EE.W.5.1a). 5.6.A.I

- b Provide reasons to support an opinion (EE.W.5.1b). 5.6.B**

- c Link opinions and reasons using words, phrases and clauses using a variety of communication modalities. 5.6.C**

d Provide a clear concluding statement or section related to the opinion stated. 5.6.D

Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a welldeveloped topic, using precise language and domain-specific vocabulary. 5.7

7 Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a welldeveloped topic, using precise language and domain-specific vocabulary. 5.7

With guidance and support students can:

a Write to share information supported by details (EE.W.5.2). 5.7.A

i Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate (EE.W.5.2a). 5.7.A.I

b Provide facts, details, or other information related to the topic (EE.W.5.2b). 5.7.B

c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 5.7.C

d Use precise language and targeted vocabulary to inform about or explain the topic using a variety of communication modalities. 5.7.D

e Provide a concluding statement of section related to the information or explanation presented using a variety of communication modalities. 5.7.E

Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events. 5.8

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With guidance and support students can:

a Write about events or personal experiences (EE.W.5.3). 5.8.A

i Write about an experience or event including three or more events in sequence (EE.W.5.3a). 5.8.A.I

b Use narrative techniques (e.g., dialogue, description) to organize ideas and events. 5.8.B

c Use targeted transitional words and phrases to manage the sequence of events. 5.8.C

d Use concrete words and phrases and sensory details to convey experiences and events. 5.8.D

e Provide a conclusion that follows experiences or events. 5.8.E

Apply understanding of the conventions of Standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. 5.9

9 Apply understanding of the conventions of Standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. 5.9

With guidance and support students can:

a Demonstrate understanding of conventions of standard English (EE.L.5.2). 5.9.A

i Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns (EE.L.5.2e). 5.9.A.I

b Produce writing that is appropriate for an explicitly stated task or purpose (EE.W.5.4). 5.9.B

c Plan before writing and revise own writing (EE.W.5.5). 5.9.C

d Use technology, including the Internet, to produce writing while interacting and collaborating with others (EE.W.5.6). 5.9.D

e Write routinely for a variety of tasks, purposes, and audiences (EE.W.5.10). 5.9.E

Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately. 5.10

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With guidance and support students can:

a Conduct short research projects using two or more sources (EE.W.5.7). 5.10.A

i Develop a short summary statement based on the research. 5.10.A.I

b Gather and sort relevant information on a topic from print and digital sources into given categories (EE.W.5.8). 5.10.B

c Use information from literary and informational text to support writing (EE.W.5.9). 5.10.C

- i Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”) (EE.W.5.9a). 5.10.C.I
- ii Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”) (EE.W.5.9b). 5.10.C.II