

# Grade 5

## READING: LITERATURE

- 1 CCR Anchor Standard RL.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
  - 1 Identify words in the text that answer a question about explicit information. [RL.5.1](#)

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- 2 CCR Anchor Standard RL.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
  - 2 Identify the theme of a story, drama or poem. [RL.5.2](#)

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- 3 CCR Anchor Standard RL.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
  - 3 Compare two characters in a familiar story. [RL.5.3](#)

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- 4 RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**
  - 4 Determine the meaning of words and phrases as they are used in a text. [RL.5.4](#)

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- 5 CCR Anchor Standard RL.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
  - 5 Identify how a series of events fit together to create a particular story." [RL.5.5](#)

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- 6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.**
  - 6 Determine the point of view of the narrator. [RL.5.6](#)

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- 7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
  - 7 Identify illustrations, tactual, or multimedia elements that add to understanding of a text. [RL.5.7](#)

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- 8 CCR Anchor Standard RL.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

K-12 Not applicable to literature

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**9 CCRAnchorStandardRL.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Compare stories with similar topics or themes. [RL.5.9](#)

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**10 CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time." [RL.5.10](#)

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**READING:  
INFORMATIONAL TEXT**

**1 CCR Anchor Standard RI.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1 Identify words in the text to answer a question about explicit information. [RI.5.1](#)

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**2 CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Identify the main idea of a text when it is not explicitly stated. [RI.5.2](#)

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**3 CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Compare two individuals, events, or ideas in an informational text. [RI.5.3](#)

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**4 CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 Determine the meanings of domain-specific words and phrases. [RI.5.4](#)

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**5 CCR Anchor Standard RI.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5 Determine if a text tells about events, gives directions, or provides information on a topic. [RI.5.5](#)

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**6 CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Compare two texts on the same topic. [RI.5.6](#)

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**7 CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Locate information in print or digital sources. [RI.5.7](#)

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**8 CCR Anchor Standard RI.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

8 Identify details and examples that supports specific points in a text. [RI.5.8](#)

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**9 CCR Anchor Standard RI.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9 Compare details presented in three or more texts on the same topic." [RI.5.9](#)

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**10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

10 Actively engage in the reading of informational text for a clearly stated purpose and sustained periods of time. Connect prior knowledge and experiences to text. [RI.5.10](#)

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## Reading Foundational Skills

### HANDWRITING

2 Purposefully selects or produces letters to create written documents." [RF.5.2](#)

4 Apply letter-sound knowledge to decode words." [RF.5.4](#)

a Read common sight words and decode single syllable words. [RF.5.4.A](#)

5 Engage in purposeful reading of text. [RF.5.5](#)

a Read text comprised of familiar words with accuracy and understanding. [RF.5.5.A](#)

b Use context to confirm or self-correct word recognition when reading. [RF.5.5.B](#)

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## WRITING

**1 CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1 Write an opinion about topics or texts, supporting a point of view with reasons. [W.5.1](#)

a Introduce the topic or text and state an opinion about it. [W.5.1.A](#)

b Provide reasons to support the opinion. [W.5.1.B](#)

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**2 CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2 Write to share information supported by details. [W.5.2](#)

a Select a topic and write to convey information including related visual, tactual, or multimedia information as appropriate. [W.5.2.A](#)

b Provide facts, details, or other information related to the topic. [W.5.2.B](#)

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- 3 CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
- 3 Write about an event of personal experience that includes three or more events in a sequence. [W.5.3](#)
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- 4 CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**
- 4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others. [W.5.4](#)
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- 5 CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
- 5 Conduct short research projects using two or more sources. [W.5.5](#)
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- 6 CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
- 6 Gather and sort relevant information on a topic from print or digital sources into given categories. [W.5.6](#)
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- 9 CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**
- Omitted because it is an expectation of RL and RI Standards
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- 10 CCR Anchor Standard W.10 (in 2010 Standards) – 2010: 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 tasks, purposes, and audiences.**
- Integrated into Standards W.1, W.2, and W.3
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## **SPEAKING AND LISTENING**

- 1 CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**
- 1 Communicate with others in group interactions. [SL.5.1](#)
- a Come to discussion prepared to share information. [SL.5.1.A](#)
  - b Carry out assigned role in a discussion. [SL.5.1.B](#)
  - c Ask questions related to information in a discussion. [SL.5.1.C](#)
  - d Make comments that contribute to the discussion and link to the remarks of others. [SL.5.1.D](#)

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**2 CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

- 2 Identify the explicitly stated main idea of text presented orally or through other media. [SL.5.2](#)
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**3 CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

- 3 Identify the reasons and evidence supporting a specific point. [SL.5.3](#)
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**4 CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

- 4 Communicate opinion on a familiar topic or text, providing facts or details related to it. [SL.5.4](#)
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**5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

- 5 Select or create audio recordings and visual/tactile displays to enhance presentation. [SL.5.5](#)
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**6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

- 6 Integrated into SL.4 [SL.5.6](#)
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**LANGUAGE**

**1 CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.**

- 1 Demonstrate standard English grammar and usage within the 4-5 grammar continuum when writing or communicating. [L.5.1](#)
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**2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.**

- 2 Demonstrate understanding of conventions of standard English within 4-5 conventions continuum when writing. [L.5.2](#)
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**3 CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully reading or listening.**

- 3 Use language to achieve desired meaning when communicated by combining words when asked. [L.5.3](#)

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**4 CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4 Demonstrate knowledge of word meanings drawn from grade 5 content. L.5.4

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**5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

5 Demonstrate understanding of word relationships and use. L.5.5

a Demonstrate understanding of words that have similar meanings. L.5.5.A

b. Use simple, common idioms (e.g., You bet! It’s a deal., cool.). L.5.5.B

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**6 CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words. L.5.6