

# Grade 5

Adopted 2020

## Literacy Foundations

### Fluency

- I. Read with sufficient accuracy and fluency to support comprehension. [ELA.5.I](#)
    - a. Read on-level text with purpose and understanding. [ELA.5.I.A](#)
    - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [ELA.5.I.B](#)
    - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [ELA.5.I.C](#)
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### Phonics and Word Recognition

- II. Know and apply grade-level phonics and word analysis skills in decoding words. [ELA.5.II](#)
    - 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. [ELA.5.II.A](#)
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### Handwriting

- III. Write fluidly and legibly in cursive or joined italics. [ELA.5.III](#)
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## Reading

### Key Ideas and Details

1. Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text. [ELA.5.1](#)
2. Determine a theme of a story, drama, or poem from details in a literary 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. [ELA.5.2](#)
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text. [ELA.5.3](#)
4. Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. [ELA.5.4](#)
5. Determine two or more central ideas of an informational text and explain how they are supported by key details; summarize the text. [ELA.5.5](#)
6. Using an informational text, 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. [ELA.5.6](#)

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### **Craft and Structure**

7. Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes. [ELA.5.7](#)
8. Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem. [ELA.5.8](#)
9. Describe how a narrator's or speaker's point of view influences how events are described in a literary text. [ELA.5.9](#)
10. Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area. [ELA.5.10](#)
11. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more informational texts. [ELA.5.11](#)
12. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts. [ELA.5.12](#)

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### **Integration of Knowledge and Ideas**

13. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text. [ELA.5.13](#)
14. Compare and contrast stories in literary texts of the same genre on their approaches to similar themes and topics. [ELA.5.14](#)
15. Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [ELA.5.15](#)
16. Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). [ELA.5.16](#)
17. Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably. [ELA.5.17](#)

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### **Range of Reading and Text Complexity**

18. By the end of the year, read and comprehend literary texts at the high end of the grades 4-5 text complexity range independently and proficiently. [ELA.5.18](#)
  19. By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4-5 text complexity range independently and proficiently. [ELA.5.19](#)
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## Writing

### Text Types and Purposes

20. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - 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.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., consequently and specifically).
  - Provide a concluding statement or section related to the opinion presented.**ELA.5.20**
21. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting, illustrations, and multimedia when useful to aid comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast and especially).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.**ELA.5.21**
22. Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transition words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.**ELA.5.22**

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### Production and Distribution of Writing

23. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **ELA.5.23**
24. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to demonstrate command of Language standards up to and including grade 5. **ELA.5.24**
25. 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. **ELA.5.25**

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### Research to Build and Present Knowledge

26. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [ELA.5.26](#)
  27. 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. [ELA.5.27](#)
  28. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research. [ELA.5.28](#)
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### Range of Writing

29. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. [ELA.5.29](#)
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## Speaking & Listening

### Comprehension and Collaboration

30. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small group, and teacher-led on grade 5 topics and texts, building on others' ideas and expressing ideas clearly. [ELA.5.30](#)
    - 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. [ELA.5.30.A](#)
    - b. Follow agreed-upon rules for discussions and carry out assigned roles. [ELA.5.30.B](#)
    - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [ELA.5.30.C](#)
    - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [ELA.5.30.D](#)
  31. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [ELA.5.31](#)
  32. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [ELA.5.32](#)
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### Presentation of Knowledge and Ideas

33. 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. [ELA.5.33](#)
  34. Include multimedia components and visual in presentations when appropriate to enhance the development of main ideas or themes. [ELA.5.34](#)
  35. Adapt speech to a variety of contexts and tasks, demonstrating command of grade 5 Language standards and using formal English when appropriate to task and situation. [ELA.5.35](#)
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## Language

### Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [ELA.5.36](#)
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [ELA.5.36.A](#)
  - b. Form and use the perfect verb tenses. [ELA.5.36.B](#)
  - c. Use verb tense to convey various times, sequences, states, and conditions. [ELA.5.36.C](#)
  - d. Recognize and correct inappropriate shifts in verb tense. [ELA.5.36.D](#)
  - e. Use correlative conjunctions. [ELA.5.36.E](#)
37. Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing. [ELA.5.37](#)
- a. Use punctuation to separate items in a series. [ELA.5.37.A](#)
  - b. Use a comma to separate an introductory element from the rest of the sentence. [ELA.5.37.B](#)
  - c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. [ELA.5.37.C](#)
  - d. Use underlining, quotation marks, or italics to indicate titles of works. [ELA.5.37.D](#)
  - e. Spell grade-appropriate words correctly, consulting references as needed. [ELA.5.37.E](#)
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### Knowledge of Language

38. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Compare and contrast the varieties of English used in stories, dramas, or poems.[ELA.5.38](#)

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## Vocabulary Acquisition and Use

39. 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. **ELA.5.39**
  - a. Use context as a clue to the meaning of a word or phrase. **ELA.5.39.A**
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. **ELA.5.39.B**
  - c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **ELA.5.39.C**
40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **ELA.5.40**
  - a. Interpret figurative language, including similes and metaphors, in context. **ELA.5.40.A**
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs. **ELA.5.40.B**
  - c. Use the relationship between particular words to better understand each of the words (e.g., synonyms, antonyms, and homographs). **ELA.5.40.C**
41. Acquire and accurately use 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, and in addition). **ELA.5.41**

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## College- and Career- Readiness Standards for Library Media

### Information Literacy

1. Acquire and accurately use grade-appropriate library and book terms. **LM.3-5.1**
2. Apply number sense and knowledge of alphabetical order to locate books and other resources independently and efficiently. **LM.3-5.2**
3. Demonstrate understanding of the process of selecting, checking out, and returning library materials. **LM.3-5.3**
4. Use a visual or keyword search to find materials and information on topics of personal and academic interest in a variety of databases or an online public access catalog. **LM.3-5.4**
5. Explain the role of the school/public library and librarians as community resources for free and open access to information. **LM.3-5.5**

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### **Independent Learning**

6. Compare and contrast the characteristics of award winning works, including print, non-print, and digital to encourage the growth of life-long independent reading. [LM.3-5.6](#)
7. Identify and explore a variety of tools and strategies to navigate personal and academic reading tasks. [LM.3-5.7](#)
8. Independently identify and investigate areas of personal or academic interest and answer self-generated questions using a variety of print, non-print, and digital resources. [LM.3-5.8](#)
9. Gather information in a timely, safe, and responsible manner from a variety of print, non- print, and digital resources; with guidance and support, validate sources based on relevancy, appropriateness, currency, authority, and bias. [LM.3-5.9](#)
10. Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach. [LM.3-5.10](#)
11. Craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach. [LM.3-5.11](#)
12. Construct and answer questions related to diverse cultures using library resources. [LM.3-5.12](#)

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### **Social Responsibility**

13. Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology; identify potential consequences of unethical, unsafe, and inappropriate behavior. [LM.3-5.13](#)
14. Respectfully acknowledge ownership of work created by self and others (e.g. list bibliographical information when referring to another's work, craft bibliographical information for own work). [LM.3-5.14](#)
15. Demonstrate understanding of copyright and acceptable use. [LM.3-5.15](#)
16. Acknowledge and respect the rights of others (locally and globally) to express their views and perspectives and have free access to information through library materials. [LM.3-5.16](#)