

Fifth Grade English Language Arts Common Core Standards

Reading Standards for Literature – Grade 5

Key Ideas and Details	
	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Locate information in the text to explain response
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Infer what the writer means but has not stated using evidence from the text ✓ Support predictions with evidence from the text
	<p>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.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Summarize using important information from the text
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Determine the theme of a story, drama or poem using details from the text
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Concise summaries that reflect the important and overarching ideas in a text ✓ Identify how characters in story respond to challenges ✓ Analyze a poem to determine a speaker’s perspective of a topic
	<p>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).</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Connect characters across texts by circumstances, traits or actions ✓ Show connections between setting, characters, and events of a text ✓ Make text-to-self and text-to-text connections
Craft and Structure	
	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Notice the writer’s use of figurative language and discuss how it adds to the meaning or enjoyment of a text ✓ Infer a characters traits, motivation and changes throughout a story using the author’s description of what they do and say
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice the writer’s use of language and the illustrator’s use of art (metaphors and similes) to evoke images, feeling and mood
	<p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize how illustrations and text work together ✓ Show how a text is organized (description, compare and contrast, temporal sequence, problem and solution, cause and effect) ✓ Understand when a writer has combined more than one text structure

	6. Describe how a narrator’s or speaker’s point of view influences how events are described.
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize the writer’s choice of first, second, or third person and discuss possible reasons for this decision ✓ Identify multiple points of view
Integration of Knowledge and Ideas	
	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).
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Access information from both print and graphics
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or mood
	8. (Not applicable to literature)
	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections among the ideas in a text and among other texts on the same topic or by the same writers
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize similarities across texts (organization, style, theme) ✓ Use knowledge of genre to discuss the quality or characteristics of text
Range of Reading and Level of Text Complexity	
	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.
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 4-5</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 770-980 ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level V (end of 5th grade)

A Network of Processing Systems for Reading



Reading Standards for Informational Text – Grade 5

Key Ideas and Details	
	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Remember where to find information in more complex texts so opinions and theories can be checked through revisiting
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Use specific evidence from the text or personal knowledge to support inferences made
	<p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Identify important ideas and information (longer texts with chapters and sometimes multiple texts) ✓ Include appropriate and important details when summarizing texts ✓ Organize important information in summary form for discussion and in writing
	<p>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.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections between the lives and motivations of characters and their own lives ✓ Draw conclusions from information ✓ Specify the nature of connection (topic, content, type of story, writer) ✓ Make connections among the ideas in a text among other texts on the same topic or by the same writers
Craft and Structure	
	<p>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.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Add new vocabulary words to known words and use them in discussion and in writing ✓ Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words ✓ Notice new and useful words and record to remember
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Use specific vocabulary to talk and write about texts
	<p>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.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Compare and connect texts within genres and across genres
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution

	<ul style="list-style-type: none"> ✓ Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts
	<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Identify the author’s purpose and stance ✓ Identify similarities across text ✓ Identify multiple points of view
Integration of Knowledge and Ideas	
	<p>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.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Use a full range of readers’ tools (table of contents, glossary, headings and subheadings, call-outs, pronunciation guides, index, references) and digital sources to search for information
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Understand the importance of multiple sites and resources for research ✓ Integrate information from several texts on the same topic in order to answer a question
	<p>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).</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Identify the reasons to support author’s point(s)
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Note the different ways the nonfiction writer organized information to support their point(s)
Range of Reading and Level of Text Complexity	
	<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections among the ideas in a text and among the other text on the same topic or by the same writers ✓ Specify the nature of connections in discussion or in writing
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Integrate information from several texts on the same topic in order to understand new information
	<p>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.</p>
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 4-5</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 770-980 ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level V (end of 5th grade)

Reading Standards: Foundational Skills– Grade 5

Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.
	a. Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	<p><i>Phonics, Spelling and Word Study</i></p> <ul style="list-style-type: none"> ✓ Recognize and use syllables: open syllable, closed syllable, syllables with a vowel and silent <i>e</i>, syllables with vowel combinations, syllables with a vowel and <i>r</i>, syllables in words with V-V pattern, syllables with double consonants ✓ Words Their Way End of the Year Spelling Stage Goal: late syllables and affixes
	<p><i>Thinking Within the text</i></p> <ul style="list-style-type: none"> ✓ Applies a wide range of word solving strategies (e.g., dividing words in to syllables, using phonograms within multi-syllable words, using word parts, using prefixes and affixes, and connecting words to known words) ✓ Use word-solving strategies, background knowledge, graphics, text context, and readers’ tools (glossaries, dictionaries) to solve words, including Content specific and technical words ✓ Notice and use word roots (Greek and Latin) to take apart words (commune: <i>community, communicate, communism</i>)
Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.
	a. Read on-level text with purpose and understanding.
	b. Read on-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.
	<p><i>Thinking Within the Text:</i></p> <ul style="list-style-type: none"> ✓ Reread to solve words or think about ideas and resume good rate of reading ✓ Read dialogue with phrasing and expression that reflects understanding of character and events ✓ Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding ✓ Read on-level text with purpose and understanding. ✓ Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards – Fifth Grade

Text Types and Purposes	
	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	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.
	b. Provide logically ordered reasons that are supported by facts and details.
	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).
	d. Provide a concluding statement or section related to the opinion presented.
	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ✓ Begin with a title or opening that tells the reader what is being argued or explained and conclude with a summary ✓ Provide a series of clear arguments or reasons to support the argument ✓ Write a logical, thoughtful ending ✓ Write a well-crafted sentences that express the writer’s convictions
	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Present ideas clearly in a logical sequence or categories ✓ Support ideas with facts, details, examples, and explanations from multiple authorities
	<p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ✓ Use language to establish a point of view
	<p><i>Writing (Voice)</i></p> <ul style="list-style-type: none"> ✓ Produce expository writing that is persuasive and well constructed, and reveals the stance of the writer toward the topic
	<p><i>Writing (Grammar)</i></p> <ul style="list-style-type: none"> ✓ Use conventional sentence structure for complex sentences with embedded clauses and phrases
	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	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.
	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., <i>in contrast, especially</i>).
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Provide a concluding statement or section related to the information or explanation presented.
	<p><i>Writing About Reading (Literary Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Use headings and subheadings to organize different parts and guide the reader ✓ Include features (for example, table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (for example: glossary) to provide information to the reader

	<p><i>Writing About Reading (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Understand that a report has an introductory section, followed by more information in categories or sections ✓ Understand that a feature article begins with a lead paragraph with more detailed information in subsequent paragraphs, and a conclusion ✓ Understand that feature articles and reports require research and organization ✓ Present information in categories, organized logically ✓ Use quotes from experts (written texts, speeches or interviews) ✓ Use new vocabulary specific to the topic
	<p><i>Writing About Reading (Organization)</i></p> <ul style="list-style-type: none"> ✓ End an informational text with a thoughtful or enlightening conclusion ✓ Support ideas with facts, details, examples, and explanations from multiple authorities ✓ Use a variety of underlying structures to present different kinds of information (established sequence, temporal sequence, compare and contrast, problem solution, and cause and effect)
	<p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ✓ Engage the reader with ideas that show strong knowledge of the topic
	<p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ✓ Select precise words to reflect what the writer is trying to say
	<p><i>Writing (Rehearsing and Planning)</i></p> <ul style="list-style-type: none"> ✓ Stay focused on a topic to produce a longer, well-organized piece of writing
	<p><i>Writing (Sketching and Drawing)</i></p> <ul style="list-style-type: none"> ✓ Create sketches and drawings that are related to the written text and increase reader's understanding and enjoyment
	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
	<p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>
	<p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>
	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
	<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
	<p><i>Writing (Memoir – personal narrative, autobiography)</i></p> <ul style="list-style-type: none"> ✓ Understand a personal narrative as a type of memoir that tells a story from the writer's life ✓ Understand memoir as a brief, often intense memory of an event or a person with reflection ✓ Write an engaging lead that captures interest and foreshadows the content ✓ Write an ending that fits the piece
	<p><i>Writing (Short Fiction)</i></p> <ul style="list-style-type: none"> ✓ Understand fiction as a short story about an event in the life of the main character ✓ Understand the elements of fiction, including setting, problem, characters, and problem resolution ✓ Understand the structure of narrative, including lead or beginning, introduction of

	<p>characters, setting, problem, series of events, and ending</p> <ul style="list-style-type: none"> ✓ Describe characters by how they look, what they do, say and think and what others say about them ✓ Develop and interesting story with believable characters and a realistic plot (realistic fiction) or a fantastic plot (fantasy) ✓ With fantasy, include imaginative character, setting and plot elements
	<p><i>Writing (Idea Development)</i></p> <ul style="list-style-type: none"> ✓ Provide details that are accurate, relevant, interesting and vivid
	<p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ✓ Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction ✓ Use descriptive language and dialogue to present characters who appear and develop in memoir, biography and fiction ✓ Use language to show feelings of characters or elicit feelings from readers
	<p><i>Writing (Word Choice)</i></p> <ul style="list-style-type: none"> ✓ Use transitional words for time flow (eventually, suddenly)
	<p><i>Writing (Voice)</i></p> <ul style="list-style-type: none"> ✓ Produce narratives that are engaging, honest, and reveal the person behind the writing
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Establish an initiating event in a narrative with a series of events flowing from it
Production and Distribution of Writing	
	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.)
	<p><i>Writing (Hybrid Texts – mixed genres)</i></p> <ul style="list-style-type: none"> ✓ Select different genres with a clear purpose and organize the text appropriately
	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Choose a narrative or informational genre and organize the text appropriately ✓ Organize information according to purpose
	<p><i>Writing (Rehearsing and Planning)</i></p> <ul style="list-style-type: none"> ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ✓ Write with a specific reader or audience in mind ✓ Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words, alphabet books, label books, poetry books questions and answer books, and illustration-only books)
	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Generate and expand ideas through talk with peers and teacher ✓ Get ideas from other books and writers about how to approach a topic
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Understand the role of the writer, teacher or peer writer in a conference ✓ Understand revision as a means for making written messages stronger and clearer to readers ✓ Change writing in response to peer or teacher feedback

	<ul style="list-style-type: none"> ✓ Understand that a writer rereads and revises while drafting (recursive process)
	<p><i>Writing (Editing/Proofreading)</i></p> <ul style="list-style-type: none"> ✓ Understand that the writer show respect for the reader by applying what is know about conventions ✓ Know how to use an editing and proofreading checklist
	<p><i>Writer (Viewing Self as a Writer)</i></p> <ul style="list-style-type: none"> ✓ Take risks s a writer ✓ Discuss what one is working on as a writer in the writing conference ✓ Self-evaluate own writing and talk about what is good about it and what techniques were used ✓ Seek feedback on writing ✓ Suggest possible revisions to peers
	<p>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.</p>
	<p>Writing (Handwriting/Word Processing)</p> <ul style="list-style-type: none"> ✓ Use word-processing with understanding of how to produce and vary text (layout, font, special techniques) ✓ Use efficient keyboarding skills to create drafts, revise, edit, and publish ✓ Create website entries and articles with appropriate text layout, graphics, and access to information through searching ✓ Make wide use of computer skills in presenting text (text, tables, graphics, multimedia)
	<p>Writing (Editing and Proofreading)</p> <ul style="list-style-type: none"> ✓ Use grammar check on computer, monitoring changes carefully ✓ Use spell check on the computer, monitoring changes carefully
	<p>Oral, Visual, and Technological Communication (General Communication)</p> <ul style="list-style-type: none"> ✓ Send and respond to email messages, varying level of formality appropriate to audience ✓ Participate in online learning groups
	<p>Oral, Visual, and Technological Communication (Gathering Information)</p> <ul style="list-style-type: none"> ✓ Use technology tools for research, problem solving across curriculum areas
	<p>Oral, Visual, and Technological Communication (Publishing)</p> <ul style="list-style-type: none"> ✓ Scan materials, such as photos, to incorporate into reports and nonlinear presentations ✓ Rapidly and efficiently use keyboarding while working with word-processing programs ✓ Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products
<p>Research to Build and Present Knowledge</p>	
	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
	<p><i>Writing (Literary Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Understand that to write literary nonfiction, the writer needs to become very knowledgeable about the topic
	<p><i>Writing (Expository Nonfiction)</i></p> <ul style="list-style-type: none"> ✓ Write with a focus on a topic, including several aspects (report)

	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Explore knowledgeable about a topic using a list or web ✓ Choose a topic that is significant ✓ Conduct research to gather information in planning a writing project (for example: live interviews Internet, artifacts, articles, books) ✓ Search for appropriate information from multiple sources (books and other print materials, websites, interviews)
	<p>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.</p>
	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Include appropriate and important details when summarizing texts ✓ Make note of important or new information while reading nonfiction ✓ Write summaries that reflect literal understanding of text
	<p><i>Writing (Essay)</i></p> <ul style="list-style-type: none"> ✓ Take topics from stories or everyday observations
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting ✓ Gather a variety of entries (character map, timeline, sketches, observations, freewrites, drafts, lists) in a writer’s notebook ✓ Observe carefully events, people, settings and other aspects of the world to gather information on a topic ✓ Use texts, including those found on the internet, to get ideas on a topic ✓ Use notes to record and organize information ✓ Select and include only the information that is appropriate to the topic and to the category ✓ Record sources of information from interactive media
	<p><i>Oral, Visual and Technological Communication (Publishing)</i></p> <ul style="list-style-type: none"> ✓ Cite and credit material downloaded from interactive media
	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<p>a. Apply <i>grade 5 Reading standards</i> 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]”).</p>
	<p>b. Apply <i>grade 5 Reading standards</i> 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]”).</p>
	<p><i>Writing About Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Provide evidence from the text or from personal experience to support written statements about a text ✓ Provide details that are important to understanding the relationship among plot, setting, and character traits ✓ Provide evidence of understanding complex plots with multiple events and characters in responses to reading and in-text summaries ✓ Continuously check with the evidence in a text to ensure that writing reflects understanding

	<ul style="list-style-type: none"> ✓ Remember significant details from a longer series of events and use them to analyze the story
	<p><i>Writing About Reading (Thinking Beyond the Text)</i></p> <ul style="list-style-type: none"> ✓ Support thinking beyond the text with specific evidence from the text or personal knowledge ✓ Make a wide range of predictions using (and including) information as evidence from the text ✓ Infer character’s feelings and motivations and include evidence from the text to support thinking ✓ Make connections among the ideas in a text and among other text on the same topic or by the same writers ✓ Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world
	<p><i>Writing About Reading (Thinking About the Text)</i></p> <ul style="list-style-type: none"> ✓ Write statements of the underlying message or theme of the story and include examples from the text or rationales
	<p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ✓ Respond to a text in a way that reflects analytic or aesthetic thinking ✓ State a point of view and provide evidence
Range of Writing	
	<p>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.</p>
	<p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ✓ Analyze prompts to determine purpose, audience, and genre (story, essay, persuasive letter) ✓ Write focused answers to questions and to prompts
	<p><i>Writing (Language Use)</i></p> <ul style="list-style-type: none"> ✓ Vary language and style as appropriate to audience and purpose
	<p><i>Writing (Rehearsing/Planning)</i></p> <ul style="list-style-type: none"> ✓ Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting ✓ Gather a variety of entries (character map, timeline, sketches, observations, free writes, drafts, lists) in a writer’s notebook
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Reread and revise the discovery draft or rewrite sections to clarify meaning ✓ Reread writing to check for clarity and purpose
	<p><i>Writing (Viewing Self as Writer)</i></p> <ul style="list-style-type: none"> ✓ Write in a variety of genres across the year ✓ View self as writer ✓ Write with initiative, investment, and independence ✓ Self-evaluate own writing and talk about what is good about it and what techniques were used ✓ State what was learned from each piece of writing ✓ Produce a reasonable quantity of writing within the time available ✓ Understand that all revision is governed by the writer’s decision making of what will communicate meaning to the reader

Speaking and Listening Standards – Fifth Grade

Comprehension and Collaboration	
	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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> b. Follow agreed-upon rules for discussions and carry out assigned roles.
	<ul style="list-style-type: none"> c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	<ul style="list-style-type: none"> d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	<p><i>Oral, Visual, and Technological Communication (Listening and Understanding)</i></p> <ul style="list-style-type: none"> ✓ Understand and think critically about information presented in media
	<p><i>Oral, Visual, and Technological Communication (Social Interaction)</i></p> <ul style="list-style-type: none"> ✓ Take responsibility for assuring that others have a chance to talk and use conversational techniques that encourage others to talk
	<p><i>Oral, Visual, and Technological Communication (Discussion)</i></p> <ul style="list-style-type: none"> ✓ Facilitate the entire groups discussion by ensuring that no one dominates and everyone has a chance to speak ✓ Ask clear questions and follow-up questions ✓ Suggest new lines of thinking ✓ Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher
	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	<p><i>Oral, Visual, and Technological Communication (Listening and Understanding)</i></p> <ul style="list-style-type: none"> ✓ Understand and think critically about information presented in media
	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	<p><i>Oral, Visual, and Technological Communication (Listening and Understanding)</i></p> <ul style="list-style-type: none"> ✓ Analyze how a speaker uses evidence and examples effectively
Presentation of Knowledge and Ideas	
	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.
	<p><i>Oral, Visual, and Technological Communication (Presentation/Organization)</i></p> <ul style="list-style-type: none"> ✓ Make points in logical order, keeping audience in mind ✓ Use examples that are clearly related to the topic
	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	<p><i>Oral, Visual, and Technological Communication (Presentation/Media)</i></p> <ul style="list-style-type: none"> ✓ Use visual displays (diagrams, charts, illustrations, technology, multimedia) in ways that

	<p>are clearly related to and extend the topic of a presentation</p> <ul style="list-style-type: none"> ✓ Create nonlinear presentations using video, photos, voice-over, and other elements
	<p>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 on pages 28 and 29 for specific expectations.)</p>
	<p><i>Oral, Visual, and Technological Communication (Presentation/Conventions)</i></p> <ul style="list-style-type: none"> ✓ Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news program)

Language Standards – Fifth Grade

Conventions of Standard English	
	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 their function in particular sentences.
	b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.
	c. Use verb tense to convey various times, sequences, states, and conditions.
	d. Recognize and correct inappropriate shifts in verb tense.*
	e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
	<i>Writing (Craft)</i> <ul style="list-style-type: none"> ✓ Use a variety of transitions and connections (words, phrases, sentences and paragraphs) ✓ Use transitional words for time flow (eventually, suddenly)
	<i>Writing (Conventions)</i> <ul style="list-style-type: none"> ✓ Use prepositions and prepositional phrases correctly ✓ Write sentences in past, present, future, present perfect, and past perfect tenses ✓ Maintain consistency of tense
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Use punctuation to separate items in a series.*
	b. Use a comma to separate an introductory element from the rest of the sentence.
	c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
	d. Use underlining, quotation marks, or italics to indicate titles of works.
	e. Spell grade-appropriate words correctly, consulting references as needed.
	<i>Writing (Conventions)</i> <ul style="list-style-type: none"> ✓ Use commas to identify a series, to introduce clauses, and in the direct address of a person ✓ Use commas and question marks in writing uninterrupted and interrupted dialogue ✓ Spell a large number of high-frequency words (500+), a wide range of plurals, and base words with inflectional endings
	<i>Writing (Process)</i> <ul style="list-style-type: none"> ✓ Use a dictionary to check on spelling and meaning
Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	<i>Writing (Craft)</i> <ul style="list-style-type: none"> ✓ Vary sentence length to create feeling or mood and communicate meaning
	<i>Writing (Conventions)</i>

	<ul style="list-style-type: none"> ✓ Vary sentence structure and length for reasons of craft
	<p><i>Oral, Visual, and Technological Communication (Presentation)</i></p> <ul style="list-style-type: none"> ✓ Present informational pieces, recite poems, or tell stories with effective use of intonation and word stress to emphasize important ideas
Vocabulary Acquisition and Use	
	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.
	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).
	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.
	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Using word-solving strategies, background knowledge, graphics, text content, and readers' tools (glossaries, dictionaries) to solve words, including content specific and technical words
	<p><i>Phonics, Spelling, and Word Study</i></p> <ul style="list-style-type: none"> ✓ Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
	<p><i>Writing (Process)</i></p> <ul style="list-style-type: none"> ✓ Use thesaurus to search for more interesting words ✓ Use grammar check on the computer, monitoring changes carefully
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	a. Interpret figurative language, including similes and metaphors, in context.
	b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	<p><i>Writing (Craft)</i></p> <ul style="list-style-type: none"> ✓ Use words in figurative ways to make comparisons (simile, metaphor)
	<p><i>Phonics, Spelling, and Word Study (Word Meaning)</i></p> <ul style="list-style-type: none"> ✓ Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident ✓ Recognize words that have multiple meanings (a form of homograph, major, major), homographs (look the same, sound different: contest, contest), and homophones (sound the same, look different: peel, peal)
	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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).
	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ✓ Spell a full range of contractions, plurals, and possessives, and compound words ✓ Correctly spell words that have been studied (spelling words)