

# Grade 5

Adopted 2023

## Grade 5

### Reading: Foundational

Print Concepts

1. Not applicable to fifth grade. [RF.5.1](#)

Phonological Awareness

2. Not applicable to fifth grade. [RF.5.2](#)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context. [RF.5.3](#)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. [RF.5.4](#)
  - a. Read complex text with purpose and understanding. [RF.5.4.A](#)
  - b. Read complex prose and poetry orally with accuracy, prosody, and appropriate rate. [RF.5.4.B](#)
  - c. Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. [RF.5.4.C](#)

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## Reading: Literature

### Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1](#)
2. Determine the theme of a story, drama, or poem, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2](#)
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). [RL.5.3](#)

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4](#)
5. Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem. [RL.5.5](#)
6. Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6](#)

### 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). [RL.5.7](#)
8. Not applicable for literature. [RL.5.8](#)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9](#)

### Language in Reading: Literature

10. Use knowledge of language and its conventions when reading. [RL.5.10](#)
  - a. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems. [RL.5.10.A](#)
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. [RL.5.11](#)
  - a. Use context (synonym, antonym, definition, examples, inferences) to determine the meaning of a word or phrase. [RL.5.11.A](#)
  - b. Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word. [RL.5.11.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. [RL.5.11.C](#)
12. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [RL.5.12](#)

- a. Interpret figurative language, including similes and metaphors, in context. [RL.5.12.A](#)
- b. Recognize and explain the meaning of common idioms, adages and proverbs. [RL.5.12.B](#)
- c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words. [RL.5.12.C](#)

Range of Reading and Text Complexity

- 13. Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for fifth grade. [RL.5.13](#)

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## Reading: Informational

### Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1](#)
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2](#)
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. [RI.5.3](#)

### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a fifth grade topic or subject area. [RI.5.4](#)
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. [RI.5.5](#)
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) they represent. [RI.5.6](#)

### Integration of Knowledge and Ideas

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. [RI.5.7](#)
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). [RI.5.8](#)
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9](#)

### Language in Reading: Informational

10. Use knowledge of language and its conventions when reading. [RI.5.10](#)
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on fifth grade reading and content, choosing flexibly from a range of strategies. [RI.5.11](#)
  - a. Use context (antonym, examples definition, synonyms inferences) to determine the meaning of a word or phrase.. [RI.5.11.A](#)
  - b. Use common, grade-appropriate Greek and Latin affixes and roots to define the meaning of a word. [RI.5.11.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. [RI.5.11.C](#)
12. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [RI.5.12](#)

- a. Interpret figurative language, including similes and metaphors, in context. [RI.5.12.A](#)
- b. Recognize and explain the meaning of common idioms, adages and proverbs. [RI.5.12.B](#)
- c. Use the relationships between particular words (e.g., synonyms) to better understand each of the words. [RI.5.12.C](#)

Range of Reading and Text Complexity

- 13. Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for fifth grade. [RI.5.13](#)

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## Writing

### Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.5.1**
  - a. Know the difference between fact and opinion. **W.5.1.A**
  - b. 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. **W.5.1.B**
  - c. Provide logically ordered reasons that are supported by facts and details. **W.5.1.C**
  - d. Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically). **W.5.1.D**
  - e. Provide a concluding statement or section related to the opinion presented. **W.5.1.E**
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **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. **W.5.2.A**
  - b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. **W.5.2.B**
  - c. Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially). **W.5.2.C**
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.5.2.D**
  - e. Provide a concluding statement or section related to the information or explanation presented. **W.5.2.E**
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **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. **W.5.3.A**
  - b. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. **W.5.3.B**
  - c. Use a variety of transitional words, phrases and clauses to manage the sequence of events. **W.5.3.C**
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. **W.5.3.D**
  - e. Provide a conclusion that follows from the narrated experiences or events. **W.5.3.E**

## Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. **W.5.4**
5. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. **W.5.5**
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. **W.5.6**

## Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **W.5.7**
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. **W.5.8**
9. Draw evidence from literary or informational texts to support analysis, reflection and research. **W.5.9**
  - a. Apply fifth grade 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]"). **W.5.9.A**
  - b. Apply fifth grade 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]"). **W.5.9.B**

## Language in Writing

10. Demonstrate command of the conventions of standard English grammar and usage when writing. **W.5.10**
  - a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. **W.5.10.A**
  - b. Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences. **W.5.10.B**
  - c. Form and use the perfect verb tenses (e.g., I had walked, I have walked) **W.5.10.C**
  - d. Use verb tense to convey various times, sequences, states and conditions. **W.5.10.D**
  - e. Recognize and correct inappropriate shifts in verb tense. **W.5.10.E**
  - f. Use correlative conjunctions. (e.g., either/or) **W.5.10.F**
11. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. **W.5.11**
  - a. Use punctuation to separate items in a series. **W.5.11.A**

- b. Use a comma to separate an introductory element from the rest of the sentence. [W.5.11.B](#)
- 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, Sam?) [W.5.11.C](#)
- d. Use underlining, quotation marks or italics to indicate titles of works. [W.5.11.D](#)
- e. Spell grade-appropriate words correctly, consulting reference materials as needed. [W.5.11.E](#)

#### Range of Writing

- 12. 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. [W.5.12](#)

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## Speaking and Listening

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on fifth grade topics and texts, building on others' ideas and expressing their own clearly. **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. **SL.5.1.A**
  - b. Follow agreed-upon rules for discussions and carry out assigned roles. **SL.5.1.B**
  - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **SL.5.1.C**
  - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **SL.5.1.D**
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. **SL.5.2**
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **SL.5.3**

### 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. **SL.5.4**
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **SL.5.5**
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **SL.5.6**

### Language in Speaking and Listening

7. Demonstrate command of the conventions of standard English grammar and usage when speaking. **SL.5.7**
  - a. Expand, combine and reduce sentences for meaning, read/listener interest and style. **SL.5.7.A**
  - b. Form and use the perfect verb tenses (e.g., I had walked, I have walked) **SL.5.7.B**
  - c. Use verb tense to convey various times, sequences, states and conditions. **SL.5.7.C**
  - d. Recognize and correct inappropriate shifts in verb tense. **SL.5.7.D**
  - e. Use correlative conjunctions. (e.g., either/or) **SL.5.7.E**
8. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and

other logical relationships. [SL.5.8](#)