

# Essential Elements: Grade 5

## Reading Foundational Skills

### Phonics & Word Recognition

- 3 Use letter-sound knowledge to read words. [EE.RF.5.3](#)
    - a Decode and encode common sight words and single syllable words. [EE.RF.5.3.A](#)
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### Fluency

- 4 Read words in text. Read text comprised of familiar words with accuracy and understanding. [EE.RF.5.4](#)
    - a Use features of print to identify or verbalize appropriate expression while reading familiar texts. [EE.RF.5.4.A](#)
    - b Use letter-sound knowledge and context to confirm or self-correct word recognition when reading. [EE.RF.5.4.B](#)
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## Reading

### Key Ideas & Details

- 1 Identify explicit details in a text. (RI&RL) [EE.R.5.1](#)
  - 2 Identify the theme or main idea from a text when it is not explicitly stated. (RI&RL) [EE.R.5.2](#)
  - 3 Compare two characters in a familiar story. (RL) Compare two individuals, events or ideas in a text. (RI) [EE.R.5.3](#)
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### Craft & Structure

- 4 Determine the intended meaning of multi-meaning and domain-specific words and phrases. (RI&RL) [EE.R.5.4](#)
- 5 With guidance and support, identify a story element that undergoes change from beginning to end (RL) and determine if a text tells about events, gives directions, or provides information on a topic (RI). [EE.R.5.5](#)
- 6 With guidance and support, determine the point of view of a narrator (RL); compare two texts on the same topic (RI). [EE.R.5.6](#)

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## Integration of Knowledge & Ideas

- 7 Identify illustrations, factual or multimedia elements that add to understanding of a text. (RI&RL) [EE.R.5.7](#)
  - 8 Identify the relationship between a specific point and supporting reasons in a text. (RI) [EE.R.5.8](#)
  - 9 Compare and contrast details gained from two texts and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, or situations. (RI&RL) [EE.R.5.9](#)
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## Writing

### Text Types & Purposes

- 1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low-stakes purposes. [EE.W.5.1](#)
  - 2 With guidance and support, use writing, dictation and/or drawing to compose: [EE.W.5.2](#)
    - a Opinion pieces in which they clearly state an opinion about a topic or text and include some reasons to support that opinion. [EE.W.5.2.A](#)
    - b Informative/Explanatory text in which they introduce a topic and provide some facts, details, and/or multimedia content about a predetermined or self chosen topic. [EE.W.5.2.B](#)
    - c Convey events, real or imagined and narrate a single event or several loosely linked events. Include some details regarding what happened and tell about the events in the order in which they occurred. [EE.W.5.2.C](#)
  - 3 Use a combination of drawing, dictating and writing to create a text that includes an introduction, body, and conclusion. uses familiar words, transitions to link and build connections, and temporal words to signal event order. [EE.W.5.3](#)
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### Production & Distribution of Writing

- 4 Produce writing that is appropriate for an explicitly stated task or purpose, and expresses more than one idea. [EE.W.5.4](#)
- 5 With guidance and support from adults and peers, plan before writing and produce writing focused on the planned topic, and revise their own writing, dictation, or pictures. [EE.W.5.5](#)
- 6 With guidance and support from adults, use digital tools, including the Internet, to produce writing while interacting and collaborating with others. Learn to produce writing through printing, cursive, and/or typing. [EE.W.5.6](#)

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### **Inquiry to Build & Present Knowledge**

- 7 With guidance and support, identify information about two or more aspects of a shared or independent inquiry topic. [EE.W.5.7](#)
  - 8 Recall relevant information from experiences or gather relevant information from print or digital sources, sort information into given categories, and write or draw about each one. [EE.W.5.8](#)
  - 9 With guidance and support from adults, recall key details from literary or informational texts to support reflection or inquiry questions based on a reading of a literary or informational text. [EE.W.5.9](#)
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### **Speaking and Listening**

#### **Comprehension & Collaboration**

- 1 Engage in collaborative discussions. [EE.SL.5.1](#)
    - a Come to discussion prepared to share information from a source such as a text or personal knowledge. [EE.SL.5.1.A](#)
    - b Listen to others' ideas before responding, gain attention respectfully, and contribute to the discussion. [EE.SL.5.1.B](#)
    - c Ask questions related to information in a discussion. [EE.SL.5.1.C](#)
    - d Make comments that contribute to the discussion and link to the remarks of others. [EE.SL.5.1.D](#)
  - 2 Identify the explicitly stated main idea of a text presented orally or through other media. [EE.SL.5.2](#)
  - 3 Identify the reasons and evidence supporting a specific point that the speaker makes. [EE.SL.5.3](#)
  - 4 Clearly report on a familiar topic or text or present an opinion including related facts. [EE.SL.5.4](#)
  - 5 Select or create audio recordings and visual/tactile displays to enhance a presentation. [EE.SL.5.5](#)
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### **Language**

#### **Knowledge of Language**

- 1 Use language to achieve desired meaning when communicating. [EE.L.5.1](#)
  - a Notice that standardized English is only one dialect of many. [EE.L.5.1.A](#)
  - b Notice the differences in language between familiar and unfamiliar contexts. [EE.L.5.1.B](#)
  - c Notice the varieties of English(e.g., dialects, registers) used in stories, dramas, or poems. [EE.L.5.1.C](#)
  - d Expand sentences for meaning, interest, and style. [EE.L.5.1.D](#)

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## Vocabulary Acquisition & Use

- 2 Demonstrate knowledge of word meanings. [EE.L.5.2](#)
  - a 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.5.2.A](#)
- 3 Demonstrate understanding of word relationship and use. [EE.L.5.3](#)
  - a Determine the literal meaning of words and phrases in context. [EE.L.5.3.A](#)
  - b Not applicable [EE.L.5.3.B](#)
  - c Demonstrate understanding of words that have similar meanings [EE.L.5.3.C](#)
  - d Identify words that describe an increasing number of personal emotional states. [EE.L.5.3.D](#)
- 4 Use words acquired through conversations, being read to, and during shared reading activities including domain specific words. [EE.L.5.4](#)
  - a Identify conjunctions [EE.L.5.4.A](#)

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## Conventions of Standardized English

- 5 Demonstrate standardized English grammar and usage when communicating. [EE.L.5.5](#)
  - a Use frequently occurring conjunctions: and, but, or, for, because. [EE.L.5.5.A](#)
  - b Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told). [EE.L.5.5.B](#)
  - c Not applicable [EE.L.5.5.C](#)
  - d Not applicable [EE.L.5.5.D](#)
- 6 Demonstrate understanding of conventions of standardized English. [EE.L.5.6](#)
  - a Not applicable [EE.L.5.6.A](#)
  - b Not applicable [EE.L.5.6.B](#)
  - c Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns. [EE.L.5.6.C](#)