

Grade 5 Reading Standards

Grade 5 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details

1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
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 a text.
For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as *The Merry Adventures of Robin Hood* by Howard Pyle and modern novels such as *Bud, Not Buddy* by Christopher Paul Curtis.
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).

Craft and Structure

4. **Determine the meaning of words and phrases as they are used in a text;** identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. **Describe how a narrator's or speaker's point of view influences how events are described in a story,** myth, poem, or drama.

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).

8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)
9. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.

Key Ideas and Details

1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
2. **Determine one or more main ideas of a text and explain how they are supported by key details;**
summarize a text.

Massachusetts Curriculum Framework for English Language Arts and Literacy 67

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

For example, in a social studies unit, students examine the expedition of Lewis and Clark. They analyze primary and secondary sources to determine the historical importance of the journey of the Corps of Discovery, and to build understanding that there can be multiple perspectives on historical events.

Craft and Structure

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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.

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.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.
6. Attend to precision.

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).
9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity).

Grade 5 Reading Standards for Foundational Skills [RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

Massachusetts Curriculum Framework for English Language Arts and Literacy 68

- 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.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-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.

Grade 5 Writing Standards [W]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples

Text Types and Purposes

Note: The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their writing, students need to engage with a wide range of complex model texts and study authors who have written successfully across genres.

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 in paragraphs and sections 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., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

Should a dog be allowed to run free or always be on a leash in a public park? A fifth grader considers the rewards and hazards of free-ranging dogs in "Be Careful When You Let Your Dog Off Leash," skillfully using details and personal anecdotes to support an argument. Standards in Action.

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and respond to the reasoning of others.

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 in paragraphs and sections; include text features (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., in contrast, especially).

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.

3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

- b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage sequence.
- d. Use concrete words and phrases and sensory details to convey experiences or events precisely.
- e. Provide a sense of closure appropriate to the narrated experiences or events.
- f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
- g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

The variety of forms narrative can take is shown in two examples from Massachusetts Writing Standards in Action. “King Da-Ka” is a fifth grader’s highly personal narrative about the anticipation of waiting for a wild roller coaster ride, while “The Rose” is a poem that shows the writer’s strong awareness of the conventions of descriptive verse in its depiction of the delicacy, beauty, and serenity of a blooming rose.

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.)
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 5).
 - b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

Connections to the Standards for Mathematical Practice

6. Attend to precision.

6. Use technology, including current web-based communication platforms, 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.

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.

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.

9. Draw evidence from literary or informational texts to support written analysis, reflection, and research,

applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

Range of Writing

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.

Grade 5 Speaking and Listening Standards [SL]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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.

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.

(See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for

specific expectations regarding the use of textual evidence.)

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion

and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge

gained from the discussions.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. **Construct viable arguments and respond to the reasoning of others**

6. Attend to precision.

Massachusetts Curriculum Framework for English Language Arts and Literacy 71

3. **Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.**

For example, students listen to a podcast by a researcher about the decline in the bat population in the United States and compare the researcher's information to a map produced by the U.S. Geological Services of bat populations in the U.S. over a ten-year period. They summarize the information from both sources and explain whether the two sources agree or disagree and how each used supporting evidence.

Presentation of Knowledge and Skills

4. Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use

appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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 for specific expectations.)

Grade 5 Language Standards [L]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers' and authors' sentence structure, vary syntax for effect in their own speaking and writing, and more.

Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar** and usage when writing or speaking; retain and further develop language skills learned in previous grades.

Sentence Structure and Meaning

- a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
- b. Recognize and correct inappropriate shifts in verb tense.
- c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.

Word Usage

- d. Form and use perfect verb tenses.
- e- **Subject and verb agreement.**
- f- **Conjunctions.**

Massachusetts Curriculum Framework for English Language Arts and Literacy 72

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.
 - b. Use punctuation to separate items in a series.

- c. Use a comma to separate an introductory element from the rest of the sentence.
- d. 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, Steve?).
- e. Use underlining, quotation marks, or italics to indicate titles of works.
- f. Spell grade-appropriate words correctly, consulting references as needed.

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.

For example, students read Ernest Lawrence Thayer's poem "Casey at the Bat" and point out lines in the poem that use the informal slang of baseball and lines that use standard English. They discuss what Thayer's use of language reveals about the characters in the poem, how the language and rhythm build suspense, and how the final stanza shows the crowd's emotion as the game comes to its climax.

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., photograph, photosynthesis).
 - 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.
 - d. Recognize and use appropriately abbreviations related to grade-level content or common in

everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

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.

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., however, although, nevertheless, similarly, moreover, in addition).

12 These skills are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. See the table in the pre-K–5 resource section in this Framework.

Massachusetts Curriculum Framework for English Language Arts and Literacy 73
Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.