READING FOUNDATIONAL SKILLS

Print Concepts

RF.5.1	No Print Concepts Standard for grade 5.

READING FOUNDATIONAL SKILLS

Phonological Awareness

RF.5.2	No Phonological Awareness Standard for grade 5.

READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.

READING FOUNDATIONAL SKILLS

Fluency

RF.5.4	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

READING STANDARDS for LITERATURE	
Key Ideas and Details	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

READING STANDARDS for LITERATURE	
Key Ideas and Details	
RL.5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

READING STANDARDS for LITERATURE	
Key Ideas and Details	
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.

READING STANDARDS for LITERATURE	
Craft and Structure	
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.

READING STANDARDS for LITERATURE

Craft and Structure

RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.

READING STANDARDS for LITERATURE

Craft and Structure

RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.

READING STANDARDS for LITERATURE

Integration of Knowledge and Ideas

RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.

READING STANDARDS for LITERATURE

Integration of Knowledge and Ideas

RL.5.8	(Not applicable to literature)

	READING STANDARDS for LITERATURE	
Integration of Knowledge and Ideas		
RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	

	READING STANDARDS for LITERATURE	
Range of Reading and Level of Text Complexity		
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	

	READING STANDARDS for INFORMATIONAL TEXT	
Key Ideas and Details		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	

	READING STANDARDS for INFORMATIONAL TEXT	
Key Ideas and Details		
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	

READING STANDARDS for INFORMATIONAL TEXT

Key Ideas and Details

RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.

READING STANDARDS for INFORMATIONAL TEXT

Craft and Structure

RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).

READING STANDARDS for INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.5.9	Integrate information from several texts on the same theme or topic.

READING STANDARDS for INFORMATIONAL TEXT

Range of Reading and Level of Text Complexity

RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

COMPOSITION

Text Types and Purposes

C.5.1	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 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. c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

COMPOSITION

Text Types and Purposes

C.5.2	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

COMPOSITION

Text Types and Purposes

C.5.3	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

COMPOSITION

Production and Distribution

C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

COMPOSITION

Research to Build and Present Knowledge	
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

COMPOSITION

Research to Build and Present Knowledge	
C.5.6	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

COMPOSITION

Range of Writing	
C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

LANGUAGE

Conventions of Standard English	
L.5.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.

LANGUAGE

Conventions of Standard English

L.5.2	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 yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.

LANGUAGE

Knowledge of Language

L.5.3	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, slang) used in stories, dramas or poems.

LANGUAGE

Vocabulary Acquisition and Use

L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array 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 affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

LANGUAGE

Vocabulary Acquisition and Use

L.5.5	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. Demonstrate understanding of words by relating them to their synonyms and antonyms.