

**ENGLISH LANGUAGE ARTS  
Fifth Grade  
PRIORITY STANDARDS**

**Fifth Grade Reading Foundational Skills (5.RF)**

*Print Concepts*

5.RF.1	(There is not a grade 5 standard for this concept. Please see preceding grades for more information.) If students do not demonstrate understanding of the organization and basic features of print, apply standard K.RF.1.*
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*Phonological Awareness*

5.RF.2	(There is not a grade 5 standard for this concept. Please see preceding grades for more information.) If students cannot add, change, and delete syllables in compound, three- and four-syllable words, see 2.RF.2a-c.*
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*Phonics and Word Recognition*

5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
5.RF.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.*

*Fluency*

5.RF.4	Read with sufficient accuracy and fluency to support comprehension.
5.RF.4a	Read grade-level text with purpose and understanding.
5.RF.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
5.RF.4c	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.

**Fifth Grade Reading Literature (5.RL)**

*Key Ideas and Details*

5.RL.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.
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.*

*Craft and Structure*

5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**Fifth Grade Reading Informational Text (5.RI)**

*Key Ideas and Details*

5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

*Integration of Knowledge and Ideas*

5.RI.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.
5.RI.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).

**Fifth Grade Writing (5.W)**

*Text Types and Purposes*

5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
5.W.1c	Link opinion and reasons using words, phrases, and clauses.*
5.W.1d	Provide a concluding statement or section related to the opinion presented.
5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5.W.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.2e	Provide a concluding statement or section related to the information or explanation presented.
5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
5.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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5.W.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.W.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
5.W.3e	Provide a conclusion that follows from the narrated experiences or events.
<b><i>Production and Distribution of Writing</i></b>	
5.W.5	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)*
<b><i>Research to Build and Present Knowledge</i></b>	
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5.W.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.
5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Fifth Grade Language (5.L)</b>	
<b><i>Conventions of Standard English</i></b>	
5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b><i>Vocabulary Acquisition and Use</i></b>	
5.L.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.
5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5.L.5a	Interpret figurative language, including similes and metaphors, in context.
<b>Fifth Grade Speaking and Listening (5.SL)</b>	
<b><i>Comprehension and Collaboration</i></b>	
5.SL.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.
5.SL.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* Denotes a revision has been made to the original Common Core State Standard.	