



Fifth Grade English Language Arts

- Reading Foundations
 - Demonstrates grade-appropriate word identification {RF.5.3}
 - Reads unknown multisyllabic words in context
 - Reads fluently to support comprehension {RF.5.4}
 - Reads with purpose and understanding
 - Reads orally with accuracy, appropriate rate, and expression
 - Self-corrects and rereads as necessary
- Reading Comprehension
 - Identifies key ideas and details of stories {RL.5.1-3; RI.5.1-3}
 - Quotes accurately from texts to explain explicit and inferred meanings {RL.5.1; RI.5.1}
 - Determines theme and summarize text (includes stories, dramas, or poems) {RL.5.2}
 - Determines two or more main ideas of a text and explains how it is supported; summarizes text {RI.5.2}
 - Compares and contrasts characters, settings, or events, drawing on specific details in a text {RL.5.3}
 - Explains relationships or interactions between two or more individuals, a series of events, ideas, concepts, or procedures in a text including what happened and why, based on specific information. {RI.5.3}
 - Recognizes basic structure of texts {RL.5.4-6; RI.5.4-6}
 - Determines the meaning of words and phrases, including figurative language {RL.5.4}
 - Determines the meaning of domain-specific or general academic words and phrases in text {RI.5.4}
 - Explains how a series of chapters, scenes, or stanzas provides overall structure to a specific text {RL.5.5}
 - Describes the overall structure of two or more texts - chronology, comparison, cause/effect, problem/solution {RI.5.5}
 - Describes how a narrator or speaker's point of view influences how events are described {RL.5.6}
 - Analyzes multiple accounts of the same event or topic, noting similarities, differences, and point of view {RI.5.6}
 - Explains similarities and differences in texts {RL.5.7-9; RI.5.7-9}
 - Analyze of visual or multimedia elements contribute to the meaning, tone, or beauty of a text {RL.5.7}
 - Draws on information from multiple print or digital sources demonstrating the ability to answer a question {RI.5.7}
 - Explains how an author uses reasons and evidence to support a particular point in a text, identifying which reasons and evidence support which point {RI.5.8}
 - Compares and contrasts stories in the same genre on their approaches to similar themes and topics {RL.5.9}
 - Integrates information from several texts on the same topic {RI.5.9}
 - Reads and comprehends grade level text independently {RL.5.10; RI.5.10}

- Writing
 - Writes for a specific purpose {W.5.1-3}
 - an opinion piece with an introduction, reasons supported by facts and details, linking words/phrases, and a conclusion {W.5.1}
 - an informative/explanatory piece with an introduction, information written in a specific format, developed topic, linking words/phrases, precise language/domain-specific vocabulary, and a conclusion {W.5.2}
 - a sequential narrative with dialogue, description of action, transition words and phrases, word choice to convey sensory details, and a conclusion {W.5.3}
 - Plans and drafts when writing {W.5.4-6,10}

With some guidance and support from peers and adults:

 - Strengthens writing as needed by planning, revising and editing {W.5.4-5}
 - Uses technology to produce and/or publish writing as well as collaborate with others {W.5.6}
 - Demonstrates sufficient command of keyboarding skills {W.5.6}
 - Writes routinely over set time frame for a specific purpose {W.5.10}
 - Uses research to build and present knowledge {W.5.7-9}
 - Conducts short research projects that use several sources to build knowledge of different aspects of a topic {W.5.7}
 - Recalls information from experiences or gathers from print or digital sources {W.5.8}
 - Takes notes, categorizes information, provides sources {W.5.8}
 - Draws evidence from literary or informational text to support research {W.5.9}
- Language
 - Uses standard English when writing and speaking {L.5.1-3}
 - Understands the functions of conjunctions, prepositions, and interjections {L.5.1}
 - Forms and uses the perfect verb tenses {L.5.1}
 - Uses verb tenses to convey various times, sequences, states, and conditions {L.5.1}
 - Recognizes and condense inappropriate shifts in verb tenses {L.5.1}
 - Forms and uses correlative conjunctions {L.5.1}
 - Uses punctuation to separate items in a series {L.5.2}
 - Uses a comma to separate an introductory element from the rest of the sentence {L.5.2}
 - Uses a comma to set off the words yes or no, to set off a tag question from the rest of the sentence, and to indicate direct address {L.5.2}
 - Uses underlining, quotations, or italics to indicate titles of works {L.5.2}
 - Spells grade appropriate words correctly {L.5.2}
 - Expands, combines, and reduces sentences for meaning, interest, or style {L.5.3}
 - Compares and contrasts varieties of English used in stories, dramas, or poems {L.5.3}
 - Shows evidence of expanding vocabulary {L.5.4-6}
 - Uses strategies to determine meaning of unknown and multiple meaning grade level words {L.5.4}
 - Demonstrates understanding of figurative language; word relationships by explaining simple similes and metaphors, common idioms, adages, and proverbs, and antonyms, synonyms, homographs; and distinguishes meaning among closely related words {L.4.5}
 - Uses new vocabulary {L.5.6}
- Speaking & Listening

- Communicates effectively in multiple settings {SL.5.1-6}
 - Engages effectively in conversations about grade 5 topics in small or large groups {SL.5.1}
 - Summarize a text read aloud or an oral presentation {L.5.2}
 - Summarize the points a speaker makes and how each claim is supported by reasons and/or evidence {SL.5.3}
 - Reports on a topic or text, or presents an opinion in an organized manner with appropriate facts and details to support main ideas and themes {SL.5.4}
 - Include multimedia components and visual displays in presentations {SL.5.5}
 - Adapts speech for contexts that call for formal English and situations when informal discourse is appropriate {SL.5.6}

