

Reading Standards for Literature Texts

Grade 5 Overview

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. (how characters interact)

Text Awareness and Structure

4. Determine the meaning of key words and phrases as they are used in a text, including figurative language such as metaphors and similes.
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.

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (graphic novel, multimedia presentation of fiction, folktale, myth, or poem)
8. (not applicable to literature)
9. Compare and contrast stories in the same genre

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas and poetry at grade level

Reading Standards for Informational Texts

Grade 5 Overview

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how it is supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific or technical text based on specific information in the text.

Text Awareness and Structure

4. Determine the meaning of key words in a grade appropriate text.
5. Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point 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.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend information texts, including history/ social studies, science, and technical texts at grade level.

Reading Standards for Informational Texts

Grade 5 Overview

Phonics and Word Recognition

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 (e.g. roots and affixes) to read accurately unfamiliar words in context and out of context.

Fluency

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

Writing Standards

Grade 5 Overview

Texts Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Use linking words and phrases (e.g. for instance, in order to, in addition..) to connect opinions with reasons.
 - d. Provide a a concluding statement or section related to the opinion.
2. Write informative/explanatory texts to examine a topic and convey ideas clearly
 - a. Introduce a topic clearly and group related information in paragraphs and sections including formatting, illustrations...
 - b. Develop topics with facts, definitions and details.
 - c. Link ideas with categories of information using words and phrases (also, another, and more...) to connect ideas with information
 - d. Use precise language and domain-specific vocabulary to inform about the topic.
 - e. Providing a concluding statement.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- a. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- b. Use transitional words and phrases to signal event order.
- c. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- d. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
6. With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Grade 5 Overview

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions with different partners building on others' ideas and expressing their own ideas clearly.
2. Summarize a written text, read aloud, or information presented in diverse media and formats , including visually, quantitatively, and orally.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes while speaking clearly.
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 and situation.

Language Standards

Grade 5 Overview

Conventions of Standard language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (I had walked; I have walked; I will have walked) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
 - e. Use correlative conjunctions (either/or, neither/nor)
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases.
 - a. Use context (cause/effect relationships and comparisons in text) cues to determine the meaning of words.
 - b. Use Greek and Latin suffixes and prefixes to determine the meaning of words.
 - c. Consult glossaries, dictionaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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 (synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases.