

**ELA Fifth Grade
Reading Standards for Literature**

Standards	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Cluster: Key Ideas and Evidence										
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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RL.5.2 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.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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Cluster: Craft and Structure										
RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.						<table border="1" style="margin: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td style="background-color: #cccccc;">4</td> </tr> </table>	1	2	3	4
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Cluster: Integration of Ideas and Analysis										
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Range of Reading and Level of Complexity										
RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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ELA Fifth Grade Reading Standards for Instructional Text										
Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>RI.5.3 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.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>Cluster: Craft and Structure</p>										
<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>Cluster: Integration of Ideas and Analysis</p>										
<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>Cluster: Range of Reading and Level of Complexity</p>										

RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.							<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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**ELA Fifth Grade
Reading Standards for Foundational Skills**

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed
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Cluster: Handwriting

RF.5.2 Create readable documents through legible handwriting (cursive).							<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Phonics and Word Recognition

RF.5.4 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 read accurately unfamiliar multisyllabic words in context and out of context.							<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Fluency

RF.5.5 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							<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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recognition and understanding, rereading as necessary.						
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ELA Fifth Grade Writing Standards										
Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Cluster: Text Types, Purposes and Publishing										
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>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.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Link opinion and reasons using words, phrases, and clauses.</p> <p>e. Provide a concluding statement or section related to the opinion presented.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and										

<p>information clearly.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>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.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>						<table border="1"> <tr> <td data-bbox="1253 117 1318 193">1</td> <td data-bbox="1318 117 1377 193">2</td> <td data-bbox="1377 117 1435 193">3</td> <td data-bbox="1435 117 1487 193">4</td> </tr> </table>	1	2	3	4
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<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or</p>						<table border="1"> <tr> <td data-bbox="1253 1327 1318 1402">1</td> <td data-bbox="1318 1327 1377 1402">2</td> <td data-bbox="1377 1327 1435 1402">3</td> <td data-bbox="1435 1327 1487 1402">4</td> </tr> </table>	1	2	3	4
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<p>show the responses of characters to situations.</p> <p>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>										
<p>W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>Cluster: Research</p>										
<p>W.5.6 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.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p align="center">ELA Fifth Grade Speaking and Listening</p>						
<p>Standards</p>	<p>Date</p>	<p>Date</p>	<p>Date</p>	<p>Date</p>	<p>Date</p>	<p>Shaded Nine Weeks</p>

	Taught	Retaught	Reviewed	Assessed	Re-Assessed	the Standards are Taught or Reviewed				
Cluster: Collaboration and Communication										
<p>SL.5.1 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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Presentation of Knowledge and Ideas										
<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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ideas or themes; adapt speech to a variety of contexts and tasks.										
SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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**ELA Fifth Grade
Language Standards**

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Cluster: Conventions of Standard English										
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: 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 used in stories, dramas, or poems.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Vocabulary Acquisition and Use										
L.5.4 Determine and/or clarify the meaning of unknown and										

<p>multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>L.5.5 Demonstrate understanding of figurative language 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.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p>L.5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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