

ELA – Fifth Grade

5th Grade

Reporting Standard 1- Reading Foundational Skills

5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words

5.RF.4 Read with sufficient accuracy and fluency to support comprehension

Reporting Standard 2 – Reading Comprehension: Narrative

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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 (e.g., how characters interact).

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.

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reporting Standard 3 – Reading Comprehension: Informational

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.

5.RI.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.

5.RI.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.

5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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).

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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Reporting Standard 4 – Writing and Conventions

5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.W.5	With guidance and support from peers and adults, 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.)
5.W.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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 and gather information from experiences, print, and digital sources then summarize it and provide a list of the sources.
5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reporting Standard 5 - Communication: Speaking, Listening, & Vocabulary

5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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 (e.g., however, although, nevertheless, similarly, moreover, in addition).
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.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.SL.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; speak clearly at an understandable pace.
5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)