Fifth Grade Reading Standards

Key Ideas and Details:

[1](http://www.corestandards.org/ELA-Literacy/RL/5/1/). Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[2](http://www.corestandards.org/ELA-Literacy/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.

[3](http://www.corestandards.org/ELA-Literacy/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 (e.g., how characters interact).

Craft and Structure:

[4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

[5](http://www.corestandards.org/ELA-Literacy/RL/5/5/) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

[6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas:

[.7](http://www.corestandards.org/ELA-Literacy/RL/5/7/) 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).

[8](http://www.corestandards.org/ELA-Literacy/RL/5/8/) (RL.5.8 not applicable to literature)

[9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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 the high end of the grades 4-5 text complexity band independently and proficiently.

Gr 5 Informational Text Reading

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](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

[3](http://www.corestandards.org/ELA-Literacy/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.

Craft and Structure:

[4](http://www.corestandards.org/ELA-Literacy/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*.

[5](http://www.corestandards.org/ELA-Literacy/RI/5/5/) 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.

[6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) 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](http://www.corestandards.org/ELA-Literacy/RI/5/7/) 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](http://www.corestandards.org/ELA-Literacy/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).

[9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) Integrate information from several 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 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.

Gr 5 Writing

#### Text Types and Purposes:

[CCSS.ELA-Literacy.W.5.1](http://www.corestandards.org/ELA-Literacy/W/5/1/)
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1a.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.

[1.b](http://www.corestandards.org/ELA-Literacy/W/5/1/b/) Provide logically ordered reasons that are supported by facts and details.

[1.c](http://www.corestandards.org/ELA-Literacy/W/5/1/c/) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

[1.d](http://www.corestandards.org/ELA-Literacy/W/5/1/d/) Provide a concluding statement or section related to the opinion presented.

[CCSS.ELA-Literacy.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/)
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[2.a](http://www.corestandards.org/ELA-Literacy/W/5/2/a/) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

[2.b](http://www.corestandards.org/ELA-Literacy/W/5/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

[2.c](http://www.corestandards.org/ELA-Literacy/W/5/2/c/) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*).

[2.d](http://www.corestandards.org/ELA-Literacy/W/5/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.

[2.e](http://www.corestandards.org/ELA-Literacy/W/5/2/e/) Provide a concluding statement or section related to the information or explanation presented.

[CCSS.ELA-Literacy.W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/)
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[3.a](http://www.corestandards.org/ELA-Literacy/W/5/3/a/) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

[3.c](http://www.corestandards.org/ELA-Literacy/W/5/3/c/) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

[3.d](http://www.corestandards.org/ELA-Literacy/W/5/3/d/) Use concrete words and phrases and sensory details to convey experiences and events precisely.

[3.e](http://www.corestandards.org/ELA-Literacy/W/5/3/e/) Provide a conclusion that follows from the narrated experiences or events.

#### Production and Distribution of Writing:

[4](http://www.corestandards.org/ELA-Literacy/W/5/4/). 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](http://www.corestandards.org/ELA-Literacy/W/5/5/) 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 [here](http://www.corestandards.org/ELA-Literacy/L/5/).)

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.

#### Research to Build and Present Knowledge:

[7](http://www.corestandards.org/ELA-Literacy/W/5/7/) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

[8](http://www.corestandards.org/ELA-Literacy/W/5/8/). 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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

[9.a](http://www.corestandards.org/ELA-Literacy/W/5/9/a/) Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

9 b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

#### Range of Writing:

[10](http://www.corestandards.org/ELA-Literacy/W/5/10/). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences