

5th Grade Common Core State Standards Shading indicates standards for instruction each quarter	1	2	3	4	5	6
Reading Standards for Literature	1Q	2Q	3Q	3Q	4Q	4Q
Key Ideas and Details						
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	F					
RL.5.2 Examine a grade-appropriate literary text. <ul style="list-style-type: none"> ● Provide a summary. ● 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 and how the speaker in a poem reflects upon a topic. 		F 		F 		
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).		F 	F 			
Craft and Structure						
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.						
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.	F				F 	
RL.5.6 Describe how a narrator's or speaker's point of view and/or perspective influence how events are described.		F 			F 	
Integration of Knowledge and Ideas						
RL.5.7 Analyze how multimedia elements (e.g., text, audio, still images, animation, video, or interactive components) contribute to the meaning, tone, or beauty of that text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)						F
RL.5.8 (Not applicable to literature)						
RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.			F 		F 	
Range of Reading and Level of Text Complexity						
RL.5.10 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.	RL.10 encompasses RL.1- RL.9					

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Reading Standards for Informational Text	1Q	2Q	3Q	4Q	3Q	4Q
Key Ideas and Details						
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		F			F	
RI.5.2 Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details		F	F		F	
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.		F		F	F	
Craft and Structure						
RI.5.4 Determine the meaning of general academic words and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.	F	F	F	F	F	F
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.		F	F	F	F	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view and/or perspective they represent.		F	F	F	F	
Integration of Knowledge and Ideas						
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.	F	F	F	F	F	F
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).		F		F	F	F
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		F			F	F
Range of Reading and Level of Text Complexity						
RI.5.10 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.	RI.10 encompasses RI.1- RI.9					

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Reading Standards: Foundational Skills K-5	1Q	2Q		3Q		4Q
Phonics and Word Recognition						
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words						
<i>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</i>						
Fluency						
RF.5.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.						
<i>a. Read grade-level text with purpose and understanding.</i>						
<i>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</i>						
<i>c. Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.</i>						

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Writing Standards	1Q	2Q		3Q		4Q
Text Types and Purposes						
W.5.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.						
<i>a. 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.</i>				F		F
<i>b. Provide logically ordered reasons that are supported by facts and details.</i>				F		F
<i>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</i>				F		F
<i>e. Provide a concluding statement or section related to the opinion presented.</i>				F		F
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						
<i>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.</i>			F	F		
<i>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i>			F	F		
<i>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</i>			F	F		
<i>d. Use precise language and domain-specific words to inform about or explain the topic.</i>			F	F		
<i>f. Provide a concluding statement or section related to the information or explanation presented.</i>			F	F		

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W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.						
	1Q	2Q	3Q		4Q	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	F					F
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	F					F
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	F					F
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	F					F
e. Provide a conclusion that follows from the narrated experiences or events.	F					F

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Production and Distribution of Writing	1Q	2Q		3Q		4Q
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.						
W.5.5 Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.						
W.5.6 Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	F		F		F	
Research to Build and Present Knowledge						
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		F	F			
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources. <ul style="list-style-type: none"> ● Summarize or paraphrase information in notes and finished work. ● Provide a list of sources. 		F	F	F		
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.						
<i>a. Apply Grade 5 Reading standards to literature.</i>						
<i>b. Apply Grade 5 Reading standards to informational texts.</i>						
Range of Writing						
W.5.10 Write routinely over extended time frames, time for <ul style="list-style-type: none"> • research • reflection • revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.10 encompasses W.1- W.9					

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Speaking and Listening Standards	1Q	2Q	3Q	4Q	1Q	2Q
Comprehension and Collaboration	1Q	2Q	3Q	4Q	1Q	2Q
SL.5.1 Engage effectively in a range of collaborative conversations/discussions (one-on-one, in groups, teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.						
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.	F	F				
b. Follow agreed-upon rules for discussions and carry out assigned roles.	F	F				
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	F	F				
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	F	F				
SL.5.2 Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).			F	F		
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				F	F	
Presentation of Knowledge and Ideas	1Q	2Q	3Q	4Q	1Q	2Q
SL.5.4 Report on a topic or text or present an opinion to support main ideas or themes. <ul style="list-style-type: none"> ● Sequence ideas logically. ● Use appropriate facts. ● Use relevant, descriptive details. ● Speak clearly at an understandable pace. 			F		F	
SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.						
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation						

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Language Standards	1Q	2Q	3Q	4Q	1Q	2Q
Conventions of Standard English						
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 5.						
<i>c. Use verb tense to convey various times, sequences, states, and conditions.</i> • Recognize and correct inappropriate shifts in verb tense.	F			F	F	
<i>d. Use relative pronouns whose, whom, who, which, and that.</i>		F				
<i>e. Use the relative adverbs where, when, and why.</i>			F			
<i>f. Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when) appropriately.</i>				F		
<i>h. Produce complex sentences using dependent clauses and subordinating conjunctions.</i>						
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.						
<i>b. Use underlining, quotation marks, or italics to indicate titles of work.</i>			F			
<i>c. Use a comma to separate an introductory element from the rest of the sentence.</i> • Use a comma to set off appositives, the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). • Use punctuation to separate items in a series.			F	F		
<i>d. Spell grade-appropriate words correctly, consulting references as needed.</i>						
Knowledge of Language						
L.5.3 Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.						
<i>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i>		F				
<i>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</i>					F	F

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Vocabulary Acquisition and Use						
L.5.4 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 effective strategies.						
	1Q	2Q	3Q	4Q		
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.						
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).						
c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.						
d. 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.						
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for grade level.						
a. Interpret figurative language in context, including but not limited to, similes and metaphors.						
b. Interpret the meaning of common idioms and proverbs.						
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.						
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.						