



Reading Public Schools

English Language Arts: Grade 5

Grade Level Summary

Priority Focus Areas:

Reading

Fifth graders will read for meaning by:

Reading All Texts

1. Independently choosing, reading, and responding to/ discussing a wide variety of grade appropriate texts as well as an abundance of texts and genres with stamina.
2. Supporting thinking by quoting evidence from the text that match claims.
3. Using phonics, word parts, and context process to determine meaning of unknown words and phrases.
4. Using literary and academic language to name author goals and techniques and explaining how a text may be different had the author made different choices.
5. Comparing and contrasting:
 - a. several texts or parts of texts considering content, perspectives, and/or craft/structure.
 - b. themes of several texts in the same genre examining author's craft to explain how the themes are developed differently across texts.

Reading Literature

6. Summarizing the story by staying focused on the most important story parts that support a theme or changes in a character.
7. Thinking how characters are complicated searching for hidden sides including pressures, conflicts, and contradictions.

Reading Informational Texts

8. Determining several main ideas throughout a text; sorting details and weighing their importance towards each of the main ideas.
9. Uses academic language to explain how parts of a text advance main ideas/claims, illustrates an idea/claim, raises a new perspective, or shows an implication of an idea.

Writing

Students will write a variety of narratives, argument essays, and information texts.

Fifth grade writers will know:

1. Ways to develop a message in their personal **narrative** stories using a blend of description, action, dialogue, and thinking.
2. Ways to convince readers of their opinion in an **argument/literary** essay by:
 - a. choosing how to angle their evidence, facts, examples, quotations, micro-stories, and information
 - b. unpacking this evidence and linking it to their claim to fully explain and support their opinion.
3. Ways to teach and explain different aspects of a subject with **information** writing:
 - a. using a variety of information including facts, examples, details, dates, and quotes
 - b. choosing a logical text structure to present this information
 - c. adding their own thinking to make information understandable to readers

General Overview

Reading

Reading: Agency and Independence

1. **Read with engagement, volume, and stamina**
 - Demonstrate engagement and independence
 - Demonstrate volume and stamina
2. **Respond to reading verbally and in writing**
 - Support thinking with evidence from text
 - Read and work with partners
 - Grow interactions with text in written response

Reading: Literature and Informational Texts

3. **Comprehend a variety of grade-level texts and genres with independence**

Reading Literature

- Determine themes through analysis of story elements, key details, and author techniques
- Make logical inferences through critical reading and supports thinking with key details from text

Reading Informational Text

- Summarize text by determining multiple main ideas and supporting details
- Identify and use multiple text structures to demonstrate understanding
- Integrate information from several texts to support conclusions

Reading All Texts

- Analyze author's craft by identifying craft techniques and author's goal by determining author's reasons for making particular choices
- Compares and explains characters, narrator, or author's perspectives across texts

Reading: Foundational Skills

4. **Read grade-level texts accurately and fluently to support comprehension**

Writing

1. **Development-** Develop ideas with focus and details based on text type/purpose
2. **Structure-** Organize ideas logically according to task, purpose, and audience
3. **Process-** Write routinely strengthening as needed by planning and revising
4. **Research-** Conduct short research projects to teach different aspects of a topic, organizing and integrating ideas, listing multiple sources
5. **Language Usage-** Use standard English grammar when writing or speaking
6. **Conventions-** Demonstrate command of the conventions of capitalization, punctuation, and spelling
7. **Handwriting-** Write legibly by hand

District Common Assessment(s):

- Fountas and Pinnell Benchmark Assessment System
- Narrative On-Demand Grades 3-5
- Opinion/Argument On-Demand Grades 3-5

Complete Curriculum Overview

Curriculum Focus Area/Topic:

Reading: Agency and Independence

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading includes active listening and independent application of skills. • Readers use strategies to construct meaning. • Good readers set goals so we can read strong, fast, and long. • Good readers set aside reading time EVERY day. • Having a partner to read with lifts the level of reader understanding. 	<p><u>Demonstrate engagement, volume, and stamina</u></p> <p>Engagement and Independence</p> <ul style="list-style-type: none"> • Set goals to outgrow what you’ve been doing as a reader. • Choose books matched to their instructional level and interest. • Develop a reading identity involved in genre-studies and/or author-studies. <p>Volume/Stamina</p> <ul style="list-style-type: none"> • Discuss, analyze their logs, and problem solve. • Read daily. • Read beyond the required time; reading for long chunks of time. • Make purposeful choices about what to read. • Keep on-going “To be read” lists of books. • Read fiction while reading non-fiction. <p><u>Respond to reading verbally and in writing</u></p> <p>Supports thinking with evidence from text</p> <p>Read and Work with Partners</p> <ul style="list-style-type: none"> • Read with partner in mind (preparing questions, thoughts to consider...). • Actively listen to what each person has to say. • Talk and refer back to text. • Build on each other’s thoughts • Prepare with questions, ideas, favorite parts marked. <p>Grow Interactions with Text [Response to Reading]</p> <ul style="list-style-type: none"> • Post-it note text to show reader sees a part best suited for a specific type of response. • Post-it note to show reader has a variety of strategies to use. 	<ul style="list-style-type: none"> • Why do people read? • What do people read? • What are the benefits of reading? • How does reading affect your life? • How can reading with partners make an individual a stronger reader?

Curriculum Focus Area/Topic:

Reading: Literature

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<ul style="list-style-type: none"> • Fiction follows a predictable structure that helps us in comprehending what is read. • Literature is a tool that expands our understanding of the world. • Reading serves different purposes. • Readers develop a deeper understanding through reflection of text. • Authors write with different purposes in mind. 	<p><u>Comprehend a variety of texts and genres with independence</u> Determine themes through analysis of story elements, key details, and author techniques</p> <ul style="list-style-type: none"> • Determine the 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. • Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. • Determine the meaning of words or phrases as they are used in a text, including figurative language such as similes and metaphors. <p>Make logical inferences through critical reading using explicit information from text to support thinking</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact). 	<ul style="list-style-type: none"> • How does reading influence us? • Why do we need to evaluate what we read? • How does understanding the structure of a genre help readers better comprehend what they read? • How do readers know which key details are most important to pay attention to in order to grow theories based in the text? • How do readers clearly reason or express their opinions?

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<ul style="list-style-type: none"> • Reading informational text expands our understanding of the world and its people. • Identifying informational text structures can assist in understanding. • Informational texts have specific features that aid in understanding. • Readers determine most important information in a text selection and rank them to aid in understanding. • There is more than one way to understand a text. 	<p><u>Comprehend a variety of texts and genres with independence</u> Summarize text by determining multiple main ideas and supporting details</p> <ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize text. • 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. • 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>Identify and use multiple text structures to demonstrate understanding</p> <ul style="list-style-type: none"> • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, or problem/solution) of events, ideas concepts, or information in two or more texts. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. <p>Integrate information from several texts to support conclusions</p> <ul style="list-style-type: none"> • Analyze multiple accounts of the same event or topic, noticing important similarities and differences in the point of view they represent. • 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. 	<ul style="list-style-type: none"> • How does reading informational text help us understand our world? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read?

	<ul style="list-style-type: none"> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	
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Curriculum Focus Area/Topic:

Reading: All Texts

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
	<p><u>Comprehend a variety of texts and genres with independence</u></p> <p>Analyze author's craft by identifying craft techniques and author's goal by determining author's reasons for making particular choices</p> <ul style="list-style-type: none"> Notice parts of a text that stand out and think about the techniques the author used and the reason for this choice. Use literary language/academic language to name author techniques and goals [i.e. The author used flashback to increase tension...surprising statistics]. Talk at length about author techniques and goals <ul style="list-style-type: none"> Discuss how the text would be different had the author made different decisions [Had he/she written...the effect would be...] Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. <p>Compare and explain characters', narrator's, or author's perspectives across texts</p> <ul style="list-style-type: none"> Describe how a narrator or speaker's point of view influences how events are described. Explain how one theme is similar and different across texts. Explain how a theme is developed differently in two texts discuss 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). 	

Curriculum Focus Area/Topic:

Reading: Foundational Skills

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<ul style="list-style-type: none"> • Reading with accuracy and fluency aids in comprehension. • Effective readers monitor their understanding of a text by adjusting their strategies. • Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text. 	<p><u>Read grade-level texts accurately and fluently to support comprehension</u></p> <ul style="list-style-type: none"> • Orally read grade-appropriate texts with fluency, monitoring for meaning (see Fountas & Pinnell Benchmark Guidelines). • Know and apply grade-level phonics and word analysis skills in decoding multi syllabic words using syllabication and morphology in and out of context. • Use voice to reflect the mood of scenes/characters. • Be aware of punctuation to aid comprehension. • Use context and knowledge of prefixes, suffixes, and roots to figure out meanings of unknown words/phrases. 	<ul style="list-style-type: none"> • How do we figure out a word we do not recognize? • How does fluency, rate, and accuracy affect comprehension?

Curriculum Focus Area/Topic:

Writing: Development

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<p><u>Develop ideas with focus and details based on text type/purpose</u></p>		
<p>Opinion</p> <ul style="list-style-type: none"> • Writers get their ideas from their own personal experiences and from the world around them. • Writing is a means to express ideas of importance and provide convincing evidence. • The purpose for writing determines the genre. 	<p>Opinion</p> <ul style="list-style-type: none"> • Angle evidence to support claim: <ul style="list-style-type: none"> ○ gathering support that is parallel and does not overlap or repeat ○ choosing and ranking evidence to be most convincing that matches audience • Support reasons with facts, examples, quotations, micro-stories. • Choose precise words, phrases, metaphor, or images to convince reader/evoke emotion. • “Unpack” or explain evidence to prove support for reasons. 	<p>Opinion</p> <ul style="list-style-type: none"> • How do writers persuade an audience about urgent issues that affect us and others? • How does the genre of writing affect the way authors write?
<p>Information</p> <ul style="list-style-type: none"> • Information writing is more than listing facts but conveys a message and perspective the 	<p>Information</p> <ul style="list-style-type: none"> • Explain topic by including a variety of information: examples, details, dates, and quotes. 	<p>Information</p> <ul style="list-style-type: none"> • How do expository authors focus not just on a smaller subject but on a

<p>author is interested in teaching readers.</p>	<ul style="list-style-type: none"> Blend discussion of facts with own thinking to explain. Make deliberate word choices (expert /key terms) to affect reader. Blend storytelling, summary, other genres and text features to teach reader information. Use trusted sources and give credit. 	<p>particular angle of (or aspect of) a subject to teach others?</p> <ul style="list-style-type: none"> How do expository writers decide what is important for someone to know and feel after reading their piece?
<p>Narrative</p> <ul style="list-style-type: none"> Writers can story tell and share life experiences in a way that is a version unique to only themselves. 	<p>Narrative</p> <ul style="list-style-type: none"> Develop characters, setting, and plot; especially the heart of story Make decisions to use narrative techniques that develop clear meaning or theme of story: <ul style="list-style-type: none"> Dialogue Description Character responses Symbols Internal thinking Tone Create pace and tone of story: <ul style="list-style-type: none"> Varying sentence type Use of summary and storytelling Including flashbacks and flash-forward 	<p>Narrative</p> <ul style="list-style-type: none"> What strategies do authors use to convey a theme or life lesson in their writing? How do authors show 'What is my story really about?'

Curriculum Focus Area/Topic:

Writing: Structure

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<p>Organizes ideas logically according to task, purpose, and audience</p>		
<p>Opinion</p> <ul style="list-style-type: none"> Strong arguments have separate reasons with evidence that does not overlap. 	<p>Opinion</p> <ul style="list-style-type: none"> Write an introduction that leads to claim in an attempt to get reader to care about opinion. Provide logical order to reasons to support author's purpose. Sort and rank reasons in an order to be most convincing. Link ideas with clauses. Provide reasons and evidence that do not overlap. Provide concluding statements that connect back and highlight what the entire text is mainly about. 	<p>Opinion</p> <ul style="list-style-type: none"> How do authors analyze different texts on a topic, weigh different perspectives, develop a claim, provide logically ordered reasons in its defense, incorporate evidence, and dismember possible counterclaims in an argument essay that defend that claim?

<p>Information</p> <ul style="list-style-type: none"> Choosing a text structure that best supports or matches information assists reader being taught: compare/contrast, chronology, and cause/effect. 	<p>Information</p> <ul style="list-style-type: none"> Plan organization and draft topic/subtopics: <ul style="list-style-type: none"> Use a table of contents. Choose text features that will support each page, such as illustrations, labeled diagrams with captions, charts, and side-bar definitions. Introduce topic to get reader interested and alerted to subtopics and their sequence. Logically link ideas within and across categories of information using appropriately matched transitional phrases. Conclude by restating main points and offering reader a final thought or question. 	<p>Information</p> <ul style="list-style-type: none"> How can expository writers logically sequence information and cohesively elaborate to help set readers up to be experts on a topic? How do authors produce logical, coherent pieces of writing that cite and integrate information gleaned from research?
<p>Narrative</p> <ul style="list-style-type: none"> Showing the passage of time in complicated ways by using transitional phrases, flashback, or flash-forward can add to tension and overall story message. 	<p>Narrative</p> <ul style="list-style-type: none"> Begin story with hints toward problem. End story with character realizing a life lesson. Use paragraphs to separate different parts or times or new speakers as well as adjust pacing. 	<p>Narrative</p> <ul style="list-style-type: none"> What strategies do authors use to convey a theme or life lesson in their writing? How do authors make decisions about character, setting, and plot to tell an engaging story?

Curriculum Focus Area/Topic:

Writing: Process

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<p>Write routinely strengthening as needed by planning and revising</p>		
<ul style="list-style-type: none"> Writing is a process used to communicate wants, needs, ideas, and knowledge. Writers improve by writing every day, reflecting, and revising. 	<ul style="list-style-type: none"> Write several drafts of one piece. Return to earlier work to make changes. Use classroom charts to guide planning, revision, and editing. Build writing strategies and tools from mini-lessons and teacher or student conferences and puts them into practice. Make decisions on which learned revision and editing strategies to use in the drafting stage not waiting 	<ul style="list-style-type: none"> How can writing be an embedded part or tool for daily learning?

	<p>for publication stage to make changes and/or fix errors in spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • Reread writing independently, assesses current written work using checklists and chooses strategies/tools to accomplish the next step on learning progression to improve level of writing. • Increase volume steadily over time at school and home. • Write daily. 	
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Curriculum Focus Area/Topic:

Writing: Research

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<p>Conduct short research projects to teach different aspects of a topic, organizing and integrating ideas, listing multiple sources</p>		
<ul style="list-style-type: none"> • People rely on a variety of resources to obtain information. • New information may result in a new idea or a change of stance. • Researchers do not read with pencil in hand, but pause frequently to think about new knowledge they are learning and jot that new thinking down as notes in their own words. 	<ul style="list-style-type: none"> • Formulate grade-appropriate research questions on different aspects of a given topic or within a specific area of study using several sources. • Choose meaningful note-taking structures to gather relevant information from print and digital sources. • Summarize or paraphrase information in notes and finished work. • Apply reading strategies to draw evidence from literary or informational texts analyzing, reflecting, and building new knowledge. • Provide a list of sources (includes information requested on given works cited template). 	<ul style="list-style-type: none"> • How is information organized? • Why is information organized in different ways? • How can new information be gathered in a way it can be remembered and paraphrased in ways that puts to use our own thinking and learning about new knowledge?

Curriculum Focus Area/Topic:

Language: Usage

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Use standard English grammar when writing or speaking		
<ul style="list-style-type: none"> Written communication and proper grammar and mechanics promote fluency of communication. 	<ul style="list-style-type: none"> Write in complete sentences. Use correct subject-verb agreement in which subjects and verbs are either plural or singular. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Use correct verb tenses. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). 	<ul style="list-style-type: none"> What is the purpose of applying grammar and mechanics skills?

Curriculum Focus Area/Topic:

Language: Conventions

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Demonstrates command of the conventions of capitalization, punctuation, and spelling		
<ul style="list-style-type: none"> Written communication and proper grammar and mechanics promote fluency of communication. Proper punctuation promotes common understanding. Conventional spelling promotes common understanding. 	<ul style="list-style-type: none"> Use ending punctuation correctly. Write in paragraphs. Use quotation marks and other punctuation associated with dialogue. Use commas before a coordinating conjunction in a compound sentence. Use punctuation to separate items in a series. Use comma to separate an introductory element from the rest of the sentence. Use comma to set off the words <i>yes</i> and <i>no</i> (e.g. <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). 	<ul style="list-style-type: none"> Why is it important to use correct punctuation? Why is it important to use correct spelling? How can usage of spelling rules and patterns improve written communication? What are the benefits of using resources to improve your spelling?

	<ul style="list-style-type: none"> • Spell grade-appropriate words correctly when drafting, consulting references as needed. • Use underlining, quotation marks, or italics to indicate titles of works. 	
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Curriculum Focus Area/Topic:

Writing: Handwriting

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<u>Write legibly by hand</u>		
<ul style="list-style-type: none"> • Legibility improves communication. 	<ul style="list-style-type: none"> • Consistently write legibly by hand in print. 	<ul style="list-style-type: none"> • What role does handwriting play in communication?

Portions of this document have been adapted and/or excerpted from the following sources: The Massachusetts Curriculum Framework for English Language Arts and Literacy, Units of Study to Teach Reading and the Units of Study in Opinion/Argument, Information, and Narrative Writing by Lucy Calkins (Teachers College Reading and Writing Project), Learning Expectations of the Bedford Public Schools (Bedford, MA), PARCC Model Content Frameworks, The Common Core Companion: The Standards Decoded by Leslie Blauman and Jim Burke.

Appendix

Writers' Workshop: Suggested Pacing Guide / Year Overview

Month	Writing
September/October	Narrative Craft (Book 1)
November/December	5-10 days of personal/persuasive essay from Boxes and Bullets (Grade 4, Book 2), or Changing the World (Grade 3), or 2-3 days from Essay Bootcamp (Boxes and Bullets, Grade 4, Book 2) The Research-Based Argument Essay (Book 4)
January/February	Literary Essay: Opening Texts and Seeing More
March/April	The Art of Information Writing: Focus on Research (Grade 3, Book 2) The Lens of History: Research Reports (2) Bringing History to Life (Grade 4, Book 3)
May/June	Shaping Texts: From Essay and Narrative to Memoir (Book 3)

*Unit names are the spiral-bound books from **The Units of Study in Opinion, Information, and Narrative Writing**. (1) Number in parentheses denotes unit number in this series. Unit names with bold text are to be taught during the 2017-18 school year. Titles that are not bold are **optional** units for the 2017-18 school year. (If...Then) indicates a unit that comes from the If...Then...Unit Manual from **The Units of Study in Opinion, Information, and Narrative Writing** kit.*

Reading Standards for Literature

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 (e.g., how characters interact).

Craft and Structure

4. Determine the meaning of 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 (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
 8. (Not applicable to literature)
- MA.8. A. Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.
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.

Reading Standards for Informational Text

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 they are supported by key details; summarize the text.

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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. 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. 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. 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, identifying which reasons and evidence support which point(s).
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.

Reading Standards: Foundational Skills

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 multisyllabic words in context and out of context.

Fluency

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

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
 - d. Provide a concluding statement or section related to the opinion presented.
 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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Text Types and Purposes

- 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.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- MA.3. A.** Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.

Production and Distribution of Writing

- 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.** 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 on page 39.)
- 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.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- 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]”).

Production and Distribution of Writing

- 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. 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.

Speaking and Listening Standards

Comprehension and Collaboration

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.
 - 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
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; speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) 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 when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 39 for specific expectations.)

Language Standards

Conventions of Standard English

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 (e.g., *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 (e.g., *either/or*, *neither/nor*).

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off 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?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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 (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

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.
 - 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 (e.g., dictionaries, glossaries, 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 (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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*).