



Grade 5 English Language Arts Priority Standards

READING: LITERATURE

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.1
- 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. RL.5.2
- 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). RL.5.3
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.4
- 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.5.10

READING: INFORMATIONAL TEXT

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.2
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.4
- 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. RI.5.5
- 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. RI.5.7
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.8
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.9
- 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.5.10

READING FOUNDATIONAL SKILLS

- Read with sufficient accuracy and fluency to support comprehension. RF.5.4

WRITING

- 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.) W.5.4
- 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). W.5.5
- 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. W.5.8
- 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. W.5.10

SPEAKING AND LISTENING

- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2
- 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 28 for specific expectations). SL.5.6

LANGUAGE

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2
- 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). L.5.6