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| Reading Standards for Literature (RL) |
| **5.RL.1.** **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** |
| Explain explicitness of text by quoting accurately. |  |  |  |  |  |  |
| Draw inferences using textual information. |  |  |  |  |  |  |
| **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.** |
| Determine the theme of a story using details in the text. |  |  |  |  |  |  |
| Explain how characters respond to challenges. |  |  |  |  |  |  |
| Summarize key ideas and details of a story. |  |  |  |  |  |  |
| Summarize how characters respond to challenges. |  |  |  |  |  |  |
| Determine the theme of a drama using details in the text. |  |  |  |  |  |  |
| Summarize key ideas and details of a drama. |  |  |  |  |  |  |
| Determine the theme of a poem using details in the text. |  |  |  |  |  |  |
| Summarize key ideas and details of a poem. |  |  |  |  |  |  |
| Summarize text. |  |  |  |  |  |  |
| Explain how the speaker reflects upon a topic. |  |  |  |  |  |  |
| Summarize how the speaker reflects upon a topic. |  |  |  |  |  |  |
| **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).** |
| Define terms: compare and contrast. |  |  |  |  |  |  |
| Identify the character, setting, and or event. |  |  |  |  |  |  |
| Identify similarities of characters, settings, or events. |  |  |  |  |  |  |
| Identify differences between characters. |  |  |  |  |  |  |
| Compare characters, setting, and events. |  |  |  |  |  |  |
| Contrast characters, setting, and events |  |  |  |  |  |  |
| **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.** |
| Recognize examples of figurative language. |  |  |  |  |  |  |
| Determine the figurative meaning of words and phrases. |  |  |  |  |  |  |
| Recognize similes. |  |  |  |  |  |  |
| Recognize metaphors. |  |  |  |  |  |  |
| Determine the meaning of words in texts. |  |  |  |  |  |  |
| **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.** |
| Explain how a series of chapters fit together. |  |  |  |  |  |  |
| Explain how chapters provide overall structure of a story.  |  |  |  |  |  |  |
| Explain how a series of scenes fit together. |  |  |  |  |  |  |
| Explain how scenes provide overall structure of a drama.  |  |  |  |  |  |  |
| Explain how a series of stanzas fit together. |  |  |  |  |  |  |
| Explain how stanzas provide overall structure of a poem. |  |  |  |  |  |  |
| **5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.** |
| Define influences. |  |  |  |  |  |  |
| Identify narrator’s or speaker’s point of view. |  |  |  |  |  |  |
| Describe narrator’s or speaker’s point of view. |  |  |  |  |  |  |
| Identify relevant events. |  |  |  |  |  |  |
| Infer the characteristics of the narrator or speaker. |  |  |  |  |  |  |
| Describe how the narrator’s point of view influences descriptions. |  |  |  |  |  |  |
| Describe how the speaker’s point of view influences descriptions. |  |  |  |  |  |  |
| **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).** |
| Define analyze. |  |  |  |  |  |  |
| Identify visual elements. |  |  |  |  |  |  |
| Recognize meaning. |  |  |  |  |  |  |
| Analyze how visual elements contribute to meaning. |  |  |  |  |  |  |
| Analyze how visual elements contribute to tone. |  |  |  |  |  |  |
| Analyze how visual elements contribute to beauty. |  |  |  |  |  |  |
| Identify multimedia. |  |  |  |  |  |  |
| Analyze how multimedia contributes to meaning. |  |  |  |  |  |  |
| Analyze how multimedia contributes to tone. |  |  |  |  |  |  |
| Analyze how multimedia contributes to beauty. |  |  |  |  |  |  |
| **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.** |
| Identify characteristics of a genre. |  |  |  |  |  |  |
| Identify characteristics of a theme. |  |  |  |  |  |  |
| Compare/contrast how stories of the same genre approach a similar theme. |  |  |  |  |  |  |
| Identify characteristics of a topic.  |  |  |  |  |  |  |
| Compare/contrast how stories of the same genre approach a similar topic. |  |  |  |  |  |  |
| **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.** |
| Identify/understand key ideas and details. |  |  |  |  |  |  |
| Comprehend key ideas and details. |  |  |  |  |  |  |
| Identify/understand craft and structure. |  |  |  |  |  |  |
| Comprehend craft and structure. |  |  |  |  |  |  |
| Identify integration of knowledge and ideas. |  |  |  |  |  |  |
| Comprehend integration of knowledge and ideas. |  |  |  |  |  |  |
| **Reading Standards for Informational Text (RI)** |
| **5.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** |
| Explain explicitness of text by quoting accurately. |  |  |  |  |  |  |
| Draw inferences using textual information. |  |  |  |  |  |  |
| **5.RI.2.** **Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.** |
| Summarize text. |  |  |  |  |  |  |
| Explain how supporting details determine the main idea. |  |  |  |  |  |  |
| Determine two or more ideas. |  |  |  |  |  |  |
| Explain how multiple ideas are supported by key ideas. |  |  |  |  |  |  |
| Summarize the multiple ideas using key details. |  |  |  |  |  |  |
| **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.** |
| Define relationships. |  |  |  |  |  |  |
| Define relationships and interactions. |  |  |  |  |  |  |
| Explain the relationships or interactions between individuals, events, ideas, or concepts. |  |  |  |  |  |  |
| Use specific information to support the relationship between individuals, ideas, or concepts. |  |  |  |  |  |  |
| **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.** |
| Identify general academic words and phrases. |  |  |  |  |  |  |
| Determine the meaning of general academic phrases. |  |  |  |  |  |  |
| Identify domain-specific words and phrases. |  |  |  |  |  |  |
| Determine the meaning of domain-specific phrases. |  |  |  |  |  |  |
| **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.** |
| Determine the overall text structure. |  |  |  |  |  |  |
| Describe the overall text structure. |  |  |  |  |  |  |
| Compare/contrast the overall structure of events, ideas, concepts, or information. |  |  |  |  |  |  |
| **5.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** |
| Define influences. |  |  |  |  |  |  |
| Identify narrator’s or speaker’s point of view. |  |  |  |  |  |  |
| Describe narrator’s or speaker’s point of view. |  |  |  |  |  |  |
| Describe how a narrator’s point of view influences the descriptions. |  |  |  |  |  |  |
| Identify relevant events. |  |  |  |  |  |  |
| Describe how the speaker’s point of view influences how the events are described. |  |  |  |  |  |  |
| Compare and contrast multiple accounts of the same event or topic. |  |  |  |  |  |  |
| **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.** |
| Obtain information from sources. |  |  |  |  |  |  |
| Recognize digital sources. |  |  |  |  |  |  |
| Identify problem solving steps. |  |  |  |  |  |  |
| Collect information/data. |  |  |  |  |  |  |
| Locate an answer or solve problem efficiently from various print and digital sources. |  |  |  |  |  |  |
| Organize information to answer 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).** |
| Identify an author’s particular points. |  |  |  |  |  |  |
| Identify which evidence and reasons support each point. |  |  |  |  |  |  |
| Explain how to use reasons to support points |  |  |  |  |  |  |
| Explain how to use evidence to support points. |  |  |  |  |  |  |
| **5.RI.9** **Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.** |
| Identify information within texts on the same topic. |  |  |  |  |  |  |
| Integrate information from texts on the same topic. |  |  |  |  |  |  |
| **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.** |
| Recall/understand key ideas and details. |  |  |  |  |  |  |
| Comprehend key ideas and details. |  |  |  |  |  |  |
| Identify/understand craft and structure. |  |  |  |  |  |  |
| Comprehend craft and structure. |  |  |  |  |  |  |
| Recognize/understand integration of knowledge. |  |  |  |  |  |  |
| Comprehend integration of knowledge. |  |  |  |  |  |  |
| **Reading Standards for Foundational Skills (RF)** |
| **5.RF.3** **Know and apply grade-level phonics and word analysis skills in decoding words.** |
| Know grade-level phonics and word analysis skills in decoding words. |  |  |  |  |  |  |
| Identify syllabication patterns. |  |  |  |  |  |  |
| Identify root words. |  |  |  |  |  |  |
| Explain meanings of prefixes and suffixes. |  |  |  |  |  |  |
| Read words with Latin roots. |  |  |  |  |  |  |
| Apply grade-level phonics and word analysis in decoding words. |  |  |  |  |  |  |
| Synthesize phonics and word analysis skills to decode words. |  |  |  |  |  |  |
| Read multisyllabic words in context |  |  |  |  |  |  |
| Read multisyllabic words out of context. |  |  |  |  |  |  |
| **5.RF.4** **Read with sufficient accuracy and fluency to support comprehension.** |
| Identify and understand foundational skills for reading. |  |  |  |  |  |  |
| Apply foundational skills for reading. |  |  |  |  |  |  |
| Identify textual purpose and understanding. |  |  |  |  |  |  |
| Determine the purpose for reading on-level text. |  |  |  |  |  |  |
| Read on-level text fluently and accurately to support comprehension. |  |  |  |  |  |  |
| **Writing (W)** |
| **W.1.** **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** |
| **5.W.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. |
| Recognize organizational structures that provide logical grouping. |  |  |  |  |  |  |
| Explain writer’s purpose. |  |  |  |  |  |  |
| Determine how to clearly introduce topic or text. |  |  |  |  |  |  |
| Write an opinion piece that includes clear introduction. |  |  |  |  |  |  |
| Write an opinion piece that includes statement of opinion.Write an opinion piece that includes strong organizational structure. |  |  |  |  |  |  |
| **5.W.1b.** Provide logically ordered reasons that are supported by facts and details. |
| Group related ideas logically to support purpose. |  |  |  |  |  |  |
| Write an opinion piece supported with reasons and information. |  |  |  |  |  |  |
| Determine reasons supported by facts and details. |  |  |  |  |  |  |
| Write an opinion piece that includes reasons supported by facts and details. |  |  |  |  |  |  |
| **5.W.1c.** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| Explain and identify words, phrases, and clauses linking opinion and reasons. |  |  |  |  |  |  |
| Formulate an opinion. |  |  |  |  |  |  |
| Establish links between opinions and reasons using words, phrases, and clauses. |  |  |  |  |  |  |
| Write an opinion piece that includes links between opinion and reasons. |  |  |  |  |  |  |
| **5.W.1d.** Provide a concluding statement or section related to the opinion presented. |
| Plan a concluding statement or section related to the opinion. |  |  |  |  |  |  |
| Write an opinion piece that includes a concluding statement or section. |  |  |  |  |  |  |
| **W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** |
| **5.W.2a.** 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. |
| Identify a topic. |  |  |  |  |  |  |
| Write an informative/explanatory text that include clear topic.Write an informative/explanatory texts that include a general observation and focus. |  |  |  |  |  |  |
| Identify related information grouped logically. |  |  |  |  |  |  |
| Develop related information grouped logically. |  |  |  |  |  |  |
| Write an informative/explanatory text that include related information grouped logically. |  |  |  |  |  |  |
| Identify related information containing formatting, illustrations, and multimedia. |  |  |  |  |  |  |
| Develop related information containing formatting, illustrations, and multimedia. |  |  |  |  |  |  |
| Write an informative/explanatory texts that include related information containing formatting. |  |  |  |  |  |  |
| Identify related information when aiding comprehension.  |  |  |  |  |  |  |
| Write an informative/explanatory texts that include related information containing illustrations. |  |  |  |  |  |  |
| Write an informative/explanatory texts that include related information containing multimedia. |  |  |  |  |  |  |
| **5.W.2b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| Identify topics developed with facts, definitions, concrete details, quotations, and examples. |  |  |  |  |  |  |
| Develop a clearly written topic. |  |  |  |  |  |  |
| Develop topics with facts, definitions, concrete details, quotations, and examples. |  |  |  |  |  |  |
| Write an informative/explanatory texts that include a topic developed with facts, definitions, concrete details, quotations, and examples. |  |  |  |  |  |  |
| **5.W.2c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| Identify linked ideas within categories of information. |  |  |  |  |  |  |
| Develop linked ideas within categories. |  |  |  |  |  |  |
| Determine appropriate words and phrases that link ideas within and across categories. |  |  |  |  |  |  |
| Write an informative/explanatory texts that include ideas linked in and across categories. |  |  |  |  |  |  |
| **5.W.2d.** Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| Identify precise language and domain-specific vocabulary. |  |  |  |  |  |  |
| Write an informative/explanatory texts that include precise language and domain-specific vocabulary |  |  |  |  |  |  |
| **5.W.2e**. Provide a concluding statement or section related to the information or explanation presented. |
| Determine a concluding statement or section. |  |  |  |  |  |  |
| Write an informative/explanatory texts that include a concluding statement. |  |  |  |  |  |  |
| Write an informative/explanatory. |  |  |  |  |  |  |
| **5.W.3** **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** |
| **5.W.3a**. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| Describe the use of story elements in narratives. |  |  |  |  |  |  |
| Establish a situation, narrator, and/or characters. |  |  |  |  |  |  |
| Write a narrative that establishes a situation. |  |  |  |  |  |  |
| **5.W.3b.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| Describe the use of story elements in narratives. |  |  |  |  |  |  |
| Describe the characteristics of narratives. |  |  |  |  |  |  |
| Describe narrative techniques (dialogue, description, and pacing). |  |  |  |  |  |  |
| Use dialogue and description to develop experiences and events. |  |  |  |  |  |  |
| Develop characters through dialogue, description, actions, and reactions |  |  |  |  |  |  |
| Write a narrative that uses dialogue, descriptions, and proper pacing. |  |  |  |  |  |  |
| **5.W.3c.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| Explain how the sequence of events affects the story’s conclusion. |  |  |  |  |  |  |
| Recognize the transitional words. |  |  |  |  |  |  |
| Explain how transitional words, phrases, and clauses advance the sequence of events. |  |  |  |  |  |  |
| Sequence events logically resulting in a conclusion. |  |  |  |  |  |  |
| Use a variety of transitions. |  |  |  |  |  |  |
| Write a narrative that uses transitional words or phrases. |  |  |  |  |  |  |
| **W.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| Use concrete and/or sensory details to develop experiences or events. |  |  |  |  |  |  |
| Write a narrative that uses concrete, and/or sensory details. |  |  |  |  |  |  |
| **5.W.3e**. Provide a conclusion that follows from the narrated experiences or events. |
| Write a narrative that provides a conclusion. |  |  |  |  |  |  |
| **W.4.** **Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.** |
| Analyze the reason for writing to decide the task, purpose, and audience. |  |  |  |  |  |  |
| Determine suitable idea development strategies appropriate to task, purpose, and audience. |  |  |  |  |  |  |
| Determine suitable organization appropriate to task, purpose, and audience. |  |  |  |  |  |  |
| Produce clear and coherent writing that is appropriate to task, purpose, and audience. |  |  |  |  |  |  |
| **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. |
| With guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach to writing. |  |  |  |  |  |  |
| With guidance and support from peers and adults, know how to edit for conventions. |  |  |  |  |  |  |
| With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. |  |  |  |  |  |  |
| **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.** |
| With some guidance and support from adults, use keyboarding skills. |  |  |  |  |  |  |
| With some guidance and support from adults, use word processing to produce and publish writing. |  |  |  |  |  |  |
| With some guidance and support from adults, use the Internet to communicate with others. |  |  |  |  |  |  |
| With some guidance and support from adults, evaluate the technology tools for producing and publishing writing.  |  |  |  |  |  |  |
| With some guidance and support from adults, evaluate the technology for collaborating with others.  |  |  |  |  |  |  |
| With some guidance and support from adults, use technology to develop, revise, edit, and publish writing. |  |  |  |  |  |  |
| With some guidance and support from adults, use technology to communicate and collaborate |  |  |  |  |  |  |
| With some guidance and support from adults, use keyboarding skills to type one page. |  |  |  |  |  |  |
| **W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.** |
| Identify various research sources. |  |  |  |  |  |  |
| Discriminate between various research sources. |  |  |  |  |  |  |
| Compare/contrast information from various research sources. |  |  |  |  |  |  |
| Interpret information derived from various sources. |  |  |  |  |  |  |
| Identify the different aspects of a topic. |  |  |  |  |  |  |
| Conduct short research projects investigating different aspects. |  |  |  |  |  |  |
| Participate in short research and writing projects. |  |  |  |  |  |  |
| Conduct investigations on different topical aspects. |  |  |  |  |  |  |
| Question information to build topical knowledge. |  |  |  |  |  |  |
| **5.W.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.** |
| Define summarize. |  |  |  |  |  |  |
| Define paraphrase. |  |  |  |  |  |  |
| Recall and gather relevant information from print and digital sources. |  |  |  |  |  |  |
| Identify source list.  |  |  |  |  |  |  |
| Summarize information in notes and finished work. |  |  |  |  |  |  |
| Paraphrase information in notes and finished work. |  |  |  |  |  |  |
| **W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.** |
| 5.W.9a. 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]”). |
| Identify key ideas and details to support conclusions. |  |  |  |  |  |  |
| Cite textual evidence to analyze explicit text. |  |  |  |  |  |  |
| Analyze key ideas and details as evidence of understanding text. |  |  |  |  |  |  |
| Reflect on key ideas and details as evidence of understanding text. |  |  |  |  |  |  |
| **5.W.9b**. 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]”). |
| Identify key ideas and details to support conclusions. |  |  |  |  |  |  |
| Cite textual evidence to analyze explicit text. |  |  |  |  |  |  |
| Draw evidence as support for research. |  |  |  |  |  |  |
| Analyze key ideas and details as evidence of understanding text. |  |  |  |  |  |  |
| Reflect on key ideas and details as evidence of understanding text. |  |  |  |  |  |  |
| **W.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** |
| Identify the various purposes for writing. |  |  |  |  |  |  |
| Identify and understand different genres or purposes for writing. |  |  |  |  |  |  |
| Determine when to write for short or extended time frames. |  |  |  |  |  |  |
| Write for various purposes and to various audiences for short or extended time frames. |  |  |  |  |  |  |
| Write for a range of discipline specific tasks, purposes, and audiences. |  |  |  |  |  |  |
| **Speaking and Listening (SL)** |
| **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.****• 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.****• Follow agreed-upon rules for discussions and carry out assigned roles.****• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.****• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.** |
| Identify key ideas from reading material. |  |  |  |  |  |  |
| Relate information read to discussion topics.  |  |  |  |  |  |  |
| Engage in discussions by sharing knowledge. |  |  |  |  |  |  |
| Identify ways to listen effectively. |  |  |  |  |  |  |
| Describe discussion rules and roles. |  |  |  |  |  |  |
| Identify key ideas presented during discussion. |  |  |  |  |  |  |
| Evaluate implementation of discussion rules and roles. |  |  |  |  |  |  |
| Listen actively to discussions and presentations. |  |  |  |  |  |  |
| Follow agreed-upon rules during discussion. |  |  |  |  |  |  |
| Carry out assigned roles during discussions. |  |  |  |  |  |  |
| Know how to pose questions and provide feedback. |  |  |  |  |  |  |
| Formulate questions and responses based on discussion. |  |  |  |  |  |  |
| Justify responses with evidence to support reasoning. |  |  |  |  |  |  |
| Pose and respond to specific questions to clarify understanding. |  |  |  |  |  |  |
| Connect comments to others’ remarks. |  |  |  |  |  |  |
| Explain topics using personal ideas, opinions, and reasoning. |  |  |  |  |  |  |
| Express ideas clearly. |  |  |  |  |  |  |
| **SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** |
| Define summarize. |  |  |  |  |  |  |
| Summarize a written text read aloud. |  |  |  |  |  |  |
| Summarize information presented in diverse media visually, quantitatively, and orally. |  |  |  |  |  |  |
| **SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.** |
| Identify speaker’s points, claims, reasons, or evidence. |  |  |  |  |  |  |
| Define summarize. |  |  |  |  |  |  |
| Summarize speaker’s points. |  |  |  |  |  |  |
| Explain how a speaker’s claim is supported. |  |  |  |  |  |  |
| **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.** |
| Identify topic of a text. |  |  |  |  |  |  |
| Identify an opinion and facts. |  |  |  |  |  |  |
| Identify descriptive details. |  |  |  |  |  |  |
| Determine appropriate facts and details to support ideas or themes. |  |  |  |  |  |  |
| Clearly pronounce and enunciate words at an understandable pace. |  |  |  |  |  |  |
| Speak clearly at an understandable pace while reporting on a topic or text. |  |  |  |  |  |  |
| Speak clearly at an understandable pace while presenting an opinion. |  |  |  |  |  |  |
| Sequence ideas logically. |  |  |  |  |  |  |
| Use logical sequencing and appropriate facts and relevant, descriptive details that support the main idea while speaking. |  |  |  |  |  |  |
| **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.** |
| Define multimedia components. |  |  |  |  |  |  |
| Determine when it is appropriate to add graphics, sound, or visual displays. |  |  |  |  |  |  |
| Add graphics, sound, and visual displays to enhance the main idea or theme. |  |  |  |  |  |  |
| **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.)** |
| Identify audience, task, and situation. |  |  |  |  |  |  |
| Identify characteristics of formal and informal speaking. |  |  |  |  |  |  |
| Distinguish between formal and informal speech. |  |  |  |  |  |  |
| Analyze situation to determine appropriate speech use. |  |  |  |  |  |  |
| Use formal and informal speech appropriately. |  |  |  |  |  |  |
| **Language (L)** |
| **L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| **5.L.1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| Identify relative conjunctions & correlative conjunctions. |  |  |  |  |  |  |
| Explain the function of conjunctions. |  |  |  |  |  |  |
| Identify interjections. |  |  |  |  |  |  |
| Explain the function of interjections. |  |  |  |  |  |  |
| Identify prepositions. |  |  |  |  |  |  |
| Explain the function prepositions. |  |  |  |  |  |  |
| **5.L.1b**. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |
| Recognize perfect verb tenses. |  |  |  |  |  |  |
| Determine when/how to form perfect verb tense (b). |  |  |  |  |  |  |
| Use perfect verb tenses (b). |  |  |  |  |  |  |
| **5.L.1c**. Use verb tense to convey various times, sequences, states, and conditions. |
| Recognize inappropriate changes in verb tense [c]. |  |  |  |  |  |  |
| Use verb tense to convey various times, sequences, states, or conditions [c]. |  |  |  |  |  |  |
| **5.L.1d**. Recognize and correct inappropriate shifts in verb tense. |
| Correct inappropriate changes in verb tense. |  |  |  |  |  |  |
| **5.L.1e**. Use correlative conjunctions (e.g., either/or, neither/nor). |
| Use correlative conjunctions (e). |  |  |  |  |  |  |
| **L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| **5.L.2a**. Use a punctuation to separate items in a series. |  |  |  |  |  |  |
| **5.L.2b.** Use a comma to separate an introductory element from the rest of the sentence to indicate titles of works. |  |  |  |  |  |  |
| **5.L.2c.** 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?). |  |  |  |  |  |  |
| **5.L.2d**. Use underlining, quotation marks, or italics |  |  |  |  |  |  |
| L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **5.L.3a**. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |  |  |  |  |  |  |
| **5.L.3b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories. |  |  |  |  |  |  |
| **5.L.3b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in dramas. |  |  |  |  |  |  |
| **5.L.3b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in poems. |  |  |  |  |  |  |
| **CC.5.L.4.a** Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| Identify common context clues.  |  |  |  |  |  |  |
| Determine the meaning of words by examining a text. |  |  |  |  |  |  |
| **CC.5.L.4.b** Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |
| Identify and define Greek and Latin affixes and roots. |  |  |  |  |  |  |
| Determine the meaning of words using Greek and Latin affixes and roots. |  |  |  |  |  |  |
| Choose from a range of vocabulary strategies to determine a word’s meaning. |  |  |  |  |  |  |
| **5.L.4c**. 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. |
| Use common reference materials (print and digital) (e.g., dictionaries, glossaries, thesauruses). |  |  |  |  |  |  |
| Use reference materials to find pronunciation. |  |  |  |  |  |  |
| Use reference materials to find meaning. |  |  |  |  |  |  |
| **L.5.** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| **L5.a** Interpret figurative language, including similes and metaphors, in context. |
| Identify similes. |  |  |  |  |  |  |
| Interpret figurative language using similes. |  |  |  |  |  |  |
| Identify metaphors. |  |  |  |  |  |  |
| Interpret figurative language using similes and metaphors. |  |  |  |  |  |  |
| **L5.b** Recognize and explain the meaning of common idioms, adages, and proverbs. |
| Recognize idioms. |  |  |  |  |  |  |
| Explain the meanings of idioms. |  |  |  |  |  |  |
| Recognize adages. |  |  |  |  |  |  |
| Explain the meanings of adages. |  |  |  |  |  |  |
| Recognize proverbs.Explain the meanings of proverbs. |  |  |  |  |  |  |
| **L5.c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| Define homograph. |  |  |  |  |  |  |
| Identify synonyms. |  |  |  |  |  |  |
| Utilize synonyms. |  |  |  |  |  |  |
| Identify antonyms. |  |  |  |  |  |  |
| Utilize antonyms. |  |  |  |  |  |  |
| Identify homographs. |  |  |  |  |  |  |
| Utilize homographs. |  |  |  |  |  |  |
| **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).** |
| Acquire grade appropriate general academic words. |  |  |  |  |  |  |
| Use grade appropriate general academic words. |  |  |  |  |  |  |
| Acquire grade appropriate domain-specific academic words. |  |  |  |  |  |  |
| Use grade appropriate domain-specific academic words. |  |  |  |  |  |  |
| Know words that signal contrast relationships. |  |  |  |  |  |  |
| Use vocabulary that signals contrast relationships. |  |  |  |  |  |  |
| Use words that signal addition relationships. |  |  |  |  |  |  |
| Know words that signal addition relationships. |  |  |  |  |  |  |
| Use vocabulary that signals logical relationships. |  |  |  |  |  |  |
| Use words that signal logical relationships. |  |  |  |  |  |  |