

CCSS English/Language Arts Standards
Reading: Foundational Skills
Fifth Grade

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
Phonics and Word Recognition					
CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.					
CCSS.ELA-Literacy.RF.5.3.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					
CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.					
CCSS.ELA-Literacy.RF.5.4.A Read grade-level text with purpose and understanding.					
CCSS.ELA-Literacy.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					
CCSS.ELA-Literacy.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					

CCSS English/Language Arts Standards
Reading: Literature
Fifth Grade

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
Key Ideas and Details					
CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.					
CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).					
Craft and Structure					
CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.					
CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.					
CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.					

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Integration of Knowledge and Ideas					
<p>CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>					
<p>CCSS.ELA-LITERACY.RL.5.8 (not applicable to literature)</p>					
<p>CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>					
Range of Reading and Level of Text Complexity					
<p>CCSS.ELA-LITERACY.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.</p>					

**CCSS English/Language Arts Standards
Reading: Informational Text
Fifth Grade**

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
Key Ideas and Details					
CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.					
CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.					
Craft and Structure					
CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.					
CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.					
CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.					
Integration of Knowledge and Ideas					
CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.					
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).					
CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.					
Range of Reading and Level of Text Complexity					
CCSS.ELA-LITERACY.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.					

CCSS English/Language Arts Standards

Writing Fifth Grade

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
Text Types and Purposes					
CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
CCSS.ELA-LITERACY.W.5.1.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.					
CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.					
CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).					
CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.					
CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.					
CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.					
CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).					
CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.					
CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.					

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
Text Types and Purposes (continued)					
<p>CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>					
<p>CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>					
<p>CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>					
<p>CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>					
<p>CCSS.ELA-LITERACY.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>					
<p>CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p>					
Production and Distribution of Writing					
<p>CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>					
<p>CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>					
<p>CCSS.ELA-LITERACY.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>					

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Research to Build and Present Knowledge					
<p>CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>					
<p>CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>					
<p>CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>					
<p>CCSS.ELA-LITERACY.W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>					
<p>CCSS.ELA-LITERACY.W.5.9.B Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>					
Range of Writing					
<p>CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>					

**CCSS English/Language Arts Standards
Speaking & Listening
Fifth Grade**

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
Comprehension and Collaboration					
CCSS.ELA-LITERACY.SL.5.1 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.					
CCSS.ELA-LITERACY.SL.5.1.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.					
CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.					
CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.					
CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.					
CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.					

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Presentation of Knowledge and Ideas					
<p>CCSS.ELA-LITERACY.SL.5.4 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.</p>					
<p>CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>					
<p>CCSS.ELA-LITERACY.SL.5.6 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 here for specific expectations.)</p>					

**CCSS English/Language Arts Standards
Language
Fifth Grade**

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
Conventions of Standard English					
CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.					
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.					
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.					
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.					
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).					

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Conventions of Standard English (continued)					
CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.					
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.					
CCSS.ELA-LITERACY.L.5.2.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?).					
1CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.					
CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.					
Knowledge of Language					
CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.					
CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.					

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Vocabulary Acquisition and Use					
<p>CCSS.ELA-LITERACY.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 strategies.</p>					
<p>CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>					
<p>CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>					
<p>CCSS.ELA-LITERACY.L.5.4.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.</p>					
<p>CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
<p>CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.</p>					
<p>CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p>					
<p>CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>					
<p>CCSS.ELA-LITERACY.L.5.6 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).</p>					