

**Fifth Grade ELA Common Core State Standards
Approved for Rocketoons**

READING INFORMATIONAL TEXT (IT)

- **Key Ideas and Details**
 - **RI.5.1** - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - **RI.5.2** - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 - **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**
 - **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.
 - **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.
 - **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**
 - **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.
 - **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).
 - **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**
 - **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.

WRITING (W)

- **Text Types and Purposes**
 - **W.5.1** - 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.
 - **W.5.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- e) 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.
- f) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- g) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- h) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- i) Provide a concluding statement or section related to the information or explanation presented.
- **W.5.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - j) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - k) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - l) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - m) Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - n) Provide a conclusion that follows from the narrated experiences or events.
- **Production and Distribution of Writing**
 - **W.5.4** - 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 standards¹³ above.)
 - **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. Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 5 on pages 28 and 29)
 - **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.
- **Research to Build and Present Knowledge**
 - **W.5.7** - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 - **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.
 - **W.5.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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**

- **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.

SPEAKING AND LISTENING (SL)

• **Comprehension and Collaboration**

- **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.
 - 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.
- **SL.5.2** - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.5.3** - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

• **Presentation of Knowledge and Ideas**

- **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.
- **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.
- **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 on pages 28 and 29 for specific expectations.)

LANGUAGE (L)

• **Conventions of Standard English**

- **L.5.1** - 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).
- **L.5.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- f) Use punctuation to separate items in a series.*
 - g) Use a comma to separate an introductory element from the rest of the sentence.
 - h) 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?).
 - i) Use underlining, quotation marks, or italics to indicate titles of works.
 - j) Spell grade-appropriate words correctly, consulting references as needed.
- **Knowledge of Language**
 - **L.5.3** - 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.
- **Vocabulary Acquisition and Use**
 - **L.5.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of 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.
 - **L.5.5** - 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.
 - **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).