

Grade 5 Maryland College and Career Readiness Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	
<p>RL.5.1 <u>Quote accurately from a text</u> when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI.5.1 <u>Quote accurately</u> from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>RL.5.2 <u>Determine a theme</u> 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; <u>summarize the text</u>.</p>	<p>RI.5.2 <u>Determine two or more main ideas</u> of a text and explain <u>how they are supported by key details</u>; <u>summarize the text</u>.</p>
<p>RL.5.3 <u>Compare and contrast two or more characters, settings, or events</u> in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>RI.5.3 <u>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts</u> in a historical, scientific, or technical text based on specific information in the text.</p>
Craft and Structure	
<p>RL.5.4 Determine the <u>meaning of words and phrases</u> as they are used in a text, <u>including figurative language</u> such as metaphors and similes.</p>	<p>RI.5.4 Determine the meaning of <u>general academic and domain-specific words and phrases</u> in a text relevant to a grade 5 topic or subject area.</p>
<p>RL.5.5 Explain <u>how a series of chapters, scenes, or stanzas fits together to provide the overall structure</u> of a particular story, drama, or poem.</p>	<p>RI.5.5 <u>Compare and contrast the overall structure</u> (e.g., chronology, comparison, cause/effect, problem/solution) <u>of events, ideas, concepts, or information in two or more texts</u>.</p>
<p>RL.5.6 Describe <u>how a narrator's or speaker's point of view influences how events are described</u>.</p>	<p>RI.5.6 <u>Analyze multiple accounts of the same event or topic</u>, noting important similarities and differences in the point of view they represent.</p>
Integration of Knowledge and Ideas	
<p>RL.5.7 Analyze <u>how visual and multimedia elements contribute to the meaning, tone, or beauty of a text</u> (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>RI.5.7 <u>Draw on information</u> from multiple print or digital sources, <u>demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</u>.</p>
<p>RL.5.8 (Not applicable to literature.)</p>	<p>RI.5.8 Explain <u>how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)</u>.</p>
<p>RL.5.9 <u>Compare and contrast stories in the same genre</u> (e.g., mysteries and adventure stories) on their <u>approaches to similar themes and topics</u>.</p>	<p>RI.5.9 <u>Integrate information from several texts on the same topic</u> in order to write or speak about the subject knowledgeably.</p>
Range of Reading/Level of Text Complexity	
<p>RL.5.10 By the end of the year, <u>read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently</u>.</p>	<p>RI.5.10 By the end of the year, <u>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</u>.</p>
Reading Foundational Skills	
Phonics and Word Recognition	Fluency
<p>RF.5.3 Know and apply <u>grade-level phonics and word analysis skills</u> in decoding words.</p> <p>RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to <u>read accurately unfamiliar multisyllabic words in context and out of context</u>.</p>	<p>RF.5.4 <u>Read with sufficient accuracy and fluency to support comprehension</u>.</p> <p>RF.5.4.a <u>Read on-level text with purpose and understanding</u>.</p> <p>RF.5.4.b <u>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</u>.</p> <p>RF.5.4.c Use context to <u>confirm or self-correct word recognition and understanding, rereading as necessary</u>.</p>

WRITING	WRITING (continued)	LANGUAGE
Text Type and Purposes	Research to Build and Present Knowledge	Conventions of Standard English
<p>W.5.1 Write <u>opinion pieces</u> on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.a Introduce a topic or text clearly, state an <u>opinion</u>, and <u>create an organizational structure</u> in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1.b Provide <u>logically ordered reasons</u> that are supported by <u>facts and details</u>.</p> <p>W.5.1.c <u>Link opinion and reasons</u> using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.5.1.d Provide a <u>concluding statement or section</u> related to the opinion presented.</p>	<p>W.5.7 Conduct <u>short research projects that use several sources</u> to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall <u>relevant information</u> from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase info. in notes and finished work and provide a list of sources</u>.</p>	<p>L.5.1 Demonstrate <u>command of the conventions of standard English grammar and usage</u> when writing or speaking.</p> <p>L.5.1.a Explain the function of <u>conjunctions, prepositions, and interjections</u> in general and their function in particular sentences.</p> <p>L.5.1.b Form and use the <u>perfect</u> (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) <u>verb tenses</u>.</p> <p>L.5.1.c Use verb tense to <u>convey various times, sequences, states, and conditions</u>.</p> <p>L.5.1.d Recognize and correct <u>inappropriate shifts in verb tense</u>.</p> <p>L.5.1.e Use <u>correlative conjunctions</u> (e.g., either/or, neither/nor).</p>
<p>W.5.2 Write <u>informative/explanatory texts</u> to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.a Introduce a topic clearly, provide a <u>general observation and focus</u>, and <u>group related information logically</u>; include <u>formatting illustrations, and multimedia</u> when useful to aiding comprehension.</p> <p>W.5.2.b <u>Develop the topic</u> with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.c <u>Link ideas</u> within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.d Use <u>precise language and domain-specific vocabulary</u> to inform about or explain the topic.</p> <p>W.5.2.e Provide a <u>concluding statement or section</u> related to the information or explanation presented.</p>	<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, research.</p> <p>W.5.9.a Apply grade 5 Reading standards to <u>literature</u> (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. ").</p> <p>W.5.9.b Apply grade 5 Reading standards to <u>informational texts</u> (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>	<p>L.5.2 Demonstrate <u>command of the conventions of standard English capitalization, punctuation, and spelling</u> when writing.</p> <p>L.5.2.a Use punctuation to <u>separate items in a series</u>.</p> <p>L.5.2.b Use a comma to <u>separate an introductory element from the rest of the sentence</u>.</p> <p>L.5.2.c Use a comma to <u>set off the words yes and no</u> (e.g., <i>Yes, thank you</i>), to <u>set off a tag question</u> from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to <u>indicate direct address</u> (e.g., <i>Is that you, Steve?</i>).</p> <p>L.5.2.d Use underlining, quotation marks, or italics to <u>indicate titles of works</u>.</p> <p>L.5.2.e <u>Spell grade-appropriate words correctly</u>, consulting references as needed.</p>
<p>W.5.3 Write <u>narratives</u> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3.a <u>Orient the reader</u> by establishing a situation and introducing a narrator and/or characters; <u>organize an event sequence</u> that unfolds naturally.</p> <p>W.5.3.b Use <u>narrative techniques</u>, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c Use a variety of <u>transitional words, phrases, and clauses</u> to manage the sequence of events.</p> <p>W.5.3.d Use concrete words and phrases and sensory details to <u>convey experiences and events precisely</u>.</p> <p>W.5.3.e Provide a <u>conclusion</u> that follows from the narrated experiences or events.</p>	<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and <u>shorter time frames</u> (a single sitting or a day or two) for a <u>range of discipline-specific tasks, purposes, and audiences</u>.</p>	<p>L.5.3 Use <u>knowledge of language and its conventions</u> when writing, speaking, reading, or listening.</p> <p>L.5.3.a <u>Expand, combine, and reduce sentences</u> for meaning, reader/listener interest, and style.</p> <p>L.5.3.b <u>Compare and contrast the varieties of English</u> (e.g., dialects, registers) used in stories, dramas, or poems.</p>
Production and Distribution of Writing	SPEAKING & LISTENING	Knowledge of Language
<p>W.5.4 Produce <u>clear and coherent writing</u> in which the development and organization are appropriate to task, purpose, and audience. (See standards 1-3 above.)</p>	Comprehension and Collaboration	<p>L.5.4 Determine or clarify the <u>meaning of unknown and multiple-meaning words and phrases</u> based on <u>grade 5 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>L.5.4.a Use <u>context</u> (e.g., cause/effect relationships and comparisons in text) as a <u>clue to the meaning of a word or phrase</u>.</p> <p>L.5.4.b Use common, <u>grade-appropriate Greek and Latin affixes and roots</u> as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>L.5.4.c <u>Consult reference materials</u> (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>W.5.5 With guidance and support from peers and adults, <u>develop and strengthen writing</u> as needed by <u>planning, revising, and editing, rewriting, or trying a new approach</u>. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5).</p>	<p>SL.5.1 Engage effectively in a range of <u>collaborative discussions</u> (one-on-one, in groups, and teacher-led) with diverse partners on <u>grade 5 topics and texts</u>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.a <u>Come to discussions prepared</u>, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.b <u>Follow agreed-upon rules for discussion</u> and carry out assigned roles.</p> <p>SL.5.1.c <u>Pose and respond to specific questions</u> by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.d <u>Review the key ideas expressed and draw conclusions</u> in light of information and <u>knowledge gained from the discussions</u>.</p> <p>SL.5.2 <u>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</u>.</p> <p>SL.5.3 <u>Summarize the points a speaker makes and explain how each claim is supported</u> by reasons and evidence.</p>	Vocabulary Acquisition and Use
<p>W.5.6 With some guidance and support from adults, <u>use technology</u>, including the internet, to <u>produce and publish writing</u> as well as to <u>interact and collaborate with others</u>; demonstrate sufficient command of <u>keyboarding skills</u> to type a minimum of two pages in a single sitting.</p>	<p>SL.5.4 <u>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</u>; <u>speak clearly at an understandable pace</u>.</p> <p>SL.5.5 <u>Include multimedia components</u> (e.g., graphics, sound) and <u>visual displays in presentations</u> when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6 <u>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation</u>. (See grade 5 Language standards 1 and 3 for specific expectations).</p>	<p>L.5.5 Demonstrate <u>understanding of figurative language, word relationships, and nuances</u> in word meanings.</p> <p>L.5.5.a <u>Interpret figurative language</u>, including similes and metaphors, in context.</p> <p>L.5.5.b Recognize and explain the <u>meaning of common idioms, adages, and proverbs</u>.</p> <p>L.5.5.c Use the <u>relationship between particular words</u> (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>