

# **Annotated Common Core Standards**

**for English Language Arts  
Grade 5**

Each standard has been explained in detail, taking the guesswork and ambivalence out of creating lesson plans and aligning materials!



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# GRADE 5

## COMMON CORE STANDARDS: ENGLISH LANGUAGE ARTS

### READING: LITERATURE

#### KEY IDEAS AND DETAILS

- **RL.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - *Students should demonstrate the ability to read a fictional passage or text, understand and articulate what the text directly, as well as indirectly states in order to make an assumption about some aspect of the text or passage.*
  - *Students should be able to identify and extract the specific text to support the response.*
- **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.
  - *Students should demonstrate the ability to articulate the theme or central idea of a fictional text, providing specifics from the text to support the response.*
  - *Students should be able to respond to questions about a character's motivations and conflicts.*
  - *Students should be able to articulate how the speaker or narrator's point of view reveals the theme or central idea of a text.*
  - *Students should be able to write a summary of the text.*
- **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).
  - *Students should be able to describe the elements of plot and describe how a particular story fits into the elements of plot structure.*
  - *Students should demonstrate the ability to recognize how characters respond and change as the plot moves forward.*
  - *Students should be able to articulate how the events of a plot affect and motivate the characters.*

#### CRAFT AND STRUCTURE

- **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.
  - *Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, etc. in a text.*
  - *Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.*
  - *Students should be able to identify shades of meaning of words and phrases.*
  - *Students should be able to use resources such as the Internet and a dictionary to find out the meaning of unknown words.*
- **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.
  - *Students must be able to identify theme, setting, and elements of plot.*

- *Students should be able to identify the structure of a text to determine the type of text.*
- *Students should be able to recognize and explain the effect of elements of drama, fiction, and poetry, including paragraphs, sections and/or chapters for fiction, acts and scenes for drama, stanzas for poetry.*
- *Students should be able to demonstrate how a particular sentence, chapter, scene, or stanza fits into the overall structure of the plot.*
- **RL.5.6.** Describe how a narrator’s or speaker’s point of view influences how events are described.
  - *Students should be able to identify different types of points of view (first-person, third-person limited, third-person omniscient) and narrators (reliable, unreliable) within a text or passage.*
  - *Students should be able to demonstrate how the point of view within a text affects the reader and contributes to the overall mood, tone, and overall understanding of the text.*
  - *Students should be able to demonstrate an understanding of how the speaker (reliable or unreliable) can shape a text and how the reader views the characters and/or events of the plot.*

### INTEGRATION OF KNOWLEDGE AND IDEAS

- **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).
  - *Schools and/ or teachers should make audio and/or video versions of texts available to students.*
  - *Students should spend time listening to or viewing an audio, video, or live version of a text.*
  - *Students should be able to engage in a discussion comparing and contrasting the media version to the print version of a text.*
  - *Students should be able to meaningfully respond to questions comparing and contrasting media versus print versions of a text.*
- **RL.5.8.** (Not applicable to literature)
- **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.
  - *Students should be familiar with different genres of texts (i.e. epic, poetry, fiction, drama, short stories, etc.).*
  - *Students should be able to compare and contrast texts with similar themes and topics from the same genre.*

### RANGE OF READING AND COMPLEXITY OF TEXT

- **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.
  - *Students should be exposed to a wide range of fictional texts, including those considered below grade level, on grade level, and above grade level.*
  - *Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.*
  - *Students should be able to demonstrate proficiency in the skills outlined in this section.*

## READING: INFORMATIONAL TEXT

### 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.
  - *Students should be able to recognize the difference between direct and indirect text.*
  - *Students should demonstrate the ability to read a non-fictional or informational passage or text, understand and articulate what the text directly, as well as indirectly, states in order to make an inference.*
  - *Students should be able to identify and extract text that supports the response.*
- **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - *Students should demonstrate the ability to articulate the central idea or main purpose of a nonfictional text, providing specifics from the text to support the response.*
  - *Students should be able to articulate how the main ideas of a text support a universal lesson, message, or concept.*
  - *Students should be able to write a summary of 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.
  - *Students should be able to recognize and discuss key individuals in a text.*
  - *Students should be able to demonstrate an understanding of how key individuals, events, or ideas “come to life” in a text.*
  - *Students should be able to identify and pull examples or quotes that contribute to the overall quality and the reader’s understanding of a 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*.
  - *Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.*
  - *Students should be able to recognize unfamiliar academic and domain-specific words and phrases in a text.*
  - *Students should be able to use resources such as the Internet and a dictionary to find out the meaning of unknown words.*
- **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.
  - *Students should be familiar with the structure of different types of non-fiction texts, i.e. articles, biographies, essays, autobiographies, reference materials.*
  - *Students should be able to recognize the structure of a nonfiction text (e.g., chronology, comparison, cause/effect, problem/solution)*
  - *Students should be able to recognize and articulate how a particular section of a text further develops the author’s reason for writing the text, the development of the overall purpose of the text, and how the particular structure contributes to the understanding and enjoyment of the text.*
- **RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
  - *Students should be able to recognize and define different types of point of view (i.e. first person, third person limited, third person omniscient).*

- *Students should be able to articulate the purpose of a text, (i.e to inform, to persuade, to entertain).*
- *Students should be able to recognize and indicate how the point of view affects the reader's interpretation or understanding of the text (for example, a first person account versus a third person account; autobiography versus a biography)*

## 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.
  - *Students should be exposed to information in a variety of formats or media (i.e. charts, graphs, statistics, movies, essays, photos, PowerPoint, websites, etc.)*
  - *Students should be able to synthesize this information to help them articulate understanding of a topic or issue.*
  - *Students should be able to compare and contrast the effectiveness of different types of multimedia formats.*
- **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).
  - *Students should be able to recognize and articulate the argument or claims made within a specific text.*
  - *Students should be able to identify and pull specific quotes or passages from a text and explain how the quote or passage contributes to the argument or claim of the text.*
- **RI.5.9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
  - *Students should be able to compare and contrast the effectiveness of different types of genres and formats of non-fiction texts.*
  - *Students should be able to recognize and write or speak about a subject knowledgeably by having researched several sources.*

## 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.
  - *Students should be exposed to a wide range of non-fiction texts, including those considered below grade level, on grade level, and above grade level.*
  - *Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.*
  - *Students should be able to demonstrate proficiency in the skills outlined in this section.*

## READING: FOUNDATIONAL SKILLS

### PHONICS AND WORD RECOGNITION

- **RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
  - 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

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

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## WRITING

### TEXT TYPES AND PURPOSES

- **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - 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.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
  - 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.
  - 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.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - 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.
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - 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 standards 1–3 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.
- **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.
  - *Students must have access to a variety of print and digital sources.*
  - *Students should be able to identify and gather quotes and data that helps contribute to the research topic or question.*
  - *Students should be able to summarize or paraphrase the information they found in their research.*
  - *Students should be able to create a collection of information or sources based upon their research.*
- **W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 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]”).
  - 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 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.
  - 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.
- **SL.5.2.** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - *Students should be able to gather information from multiple sources about a particular topic.*
  - *Students should be able to synthesize the information and present it in different formats (i.e. PowerPoint, website, oral presentation, graph, chart, digital short, WebQuest, etc.)*

- **SL.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
  - *Students should be able to demonstrate an understanding of how a speaker contributes to the believability of a text.*
  - *Students should be able to recognize and articulate a speaker's argument or claim.*
  - *Students should be able to identify reasons and evidence to support a speaker's argument or claim.*

## 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.
  - *Students should be able to gather and organize their claims and findings for a research project.*
  - *Students should be able to present their claims and findings in an organized visual format, such as an oral presentation using a poster with images, facts, and details to visually represent findings.*
  - *Students should be able to present this information in a clear and succinct manner, using good eye contact, correct volume and clear pronunciation.*
- **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.
  - *Students should be able to present their claims and findings in an organized visual format, such as a PowerPoint presentation (using graphics, images, music, sound) with the student giving an oral report, for example.*
- **SL.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
  - *Students should be given the opportunity to present a "rough draft" of their work before presenting.*
  - *Students should demonstrate the ability to revise and rework the presentation before presenting to the class.*

## LANGUAGE

### CONVENTIONS OF STANDARD ENGLISH

- **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - Form and use the perfect (e.g., I HAD WALKED; I HAVE WALKED; I WILL HAVE WALKED) verb tenses.
  - Use verb tense to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense.\*
  - 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.



- Use punctuation to separate items in a series.\*
- Use a comma to separate an introductory element from the rest of the sentence.
- 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?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- 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.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - Compare and contrast the varieties of English (e.g., DIALECTS, REGISTERS) used in stories, dramas, or poems.

## 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.
  - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., PHOTOGRAPH, PHOTOSYNTHESIS).
  - 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.
  - Interpret figurative language, including similes and metaphors, in context.
  - Recognize and explain the meaning of common idioms, adages, and proverbs.
  - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- **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).
  - *Students should be given a variety of vocabulary activities designed to expose students to unfamiliar words.*
  - *Students should demonstrate the ability to identify vocabulary words and unfamiliar phrases within a text.*
  - *Students should demonstrate the ability to research the meaning of a word and how it is used.*
  - *Students should demonstrate the ability to use these words in the appropriate context.*
  - *Students should be able to gather a personal list of unfamiliar vocabulary words.*
  - *Students should be able to articulate the meaning of unfamiliar words based upon the context clues, connotation, or definition given.*
  - *Students should be able to use previously unfamiliar words in an appropriate and accurate manner.*