

**Common Core Standards
Grade 5 – English Language Arts
Diocese of Rockville Centre, New York**

Identifier	Standard
5.LA	Language Arts
5.RL	Reading - Literature
5.RL.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.02	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.
5.RL.03	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).
5.RL.04	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RL.05	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.06	Describe how a narrator's or speaker's point of view influences how events are described.
5.RL.06a	Recognize and describe how an author's background and culture affect his or her perspective.
5.RL.07	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).
5.RL.09	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
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.
5.RL.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
5.RL.11a	Self-select text to develop personal preferences regarding favorite authors.
5.RL.11b	Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.
5.RI	Reading - Informational Text
5.RI.01	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.02	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.03	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.
5.RI.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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5.RI.05	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.
5.RI.06	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.RI.07	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.
5.RI.08	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.09	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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.
5.RF	Reading - Foundational Skills
5.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words.
5.RF.03a	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.
5.RF.04	Read with sufficient accuracy and fluency to support comprehension.
5.RF.04a	Read grade-level text with purpose and understanding.
5.RF.04b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
5.RF.04c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.W	Writing
5.W.01	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
5.W.01a	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.
5.W.01b	Provide logically ordered reasons that are supported by facts and details.
5.W.01c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
5.W.01d	Provide a concluding statement or section related to the opinion presented.
5.W.02	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5.W.02a	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.
5.W.02b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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5.W.02c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
5.W.02d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.02e	Provide a concluding statement or section related to the information or explanation presented.
5.W.03	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
5.W.03a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
5.W.03b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.W.03c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
5.W.03d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
5.W.03e	Provide a conclusion that follows from the narrated experiences or events.
5.W.04	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5.W.04a	Produce text (print or nonprint) that explores a variety of cultures and perspectives.
5.W.05	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.W.06	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.
5.W.07	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5.W.08	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.
5.W.09	Draw evidence from literary or informational texts to support analysis, reflection, and research.
5.W.09a	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]”).
5.W.09b	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]”).

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5.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.
5.W.11	Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.
5.W.11a	Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
5.SL	Speaking and Listening
5.SL.01	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.
5.SL.01a	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.
5.SL.01b	Follow agreed-upon rules for discussions and carry out assigned roles.
5.SL.01c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.SL.01d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
5.SL.01e	Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
5.SL.01f	Use their experience and their knowledge of language logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
5.SL.02	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.03	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.SL.04	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.
5.SL.05	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.06	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
5.L	Language
5.L.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5.L.01a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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5.L.01b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
5.L.01c	Use verb tense to convey various times, sequences, states, and conditions.
5.L.01d	Recognize and correct inappropriate shifts in verb tense.
5.L.01e	Use correlative conjunctions (e.g., either/or, neither/nor).
5.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.L.02a	Use punctuation to separate items in a series.
5.L.02b	Use a comma to separate an introductory element from the rest of the sentence.
5.L.02c	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.02d	Use underlining, quotation marks, or italics to indicate titles of works.
5.L.02e	Spell grade-appropriate words correctly, consulting references as needed.
5.L.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5.L.03a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.L.03b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.L.04	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.
5.L.04a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5.L.04b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
5.L.04c	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.
5.L.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5.L.05a	Interpret figurative language, including similes and metaphors, in context.
5.L.05b	Recognize and explain the meaning of common idioms, adages, and proverbs.
5.L.05c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5.L.06	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).