

CCSS: The Seventh Level

GRL: T
Grade: 5

GLE: 5
Language

ATOS:

RRL: n/a
CCSS.ELA-Literacy.L.5.3,3a,4,4a,5a,5c,6

- 3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- 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.
- 4a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- 5a) Interpret figurative language, including similes and metaphors, in context.
- 5c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 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).

Grade: 5

Reading: Foundation Skills

CCSS.ELA-Literacy.RF.5.4,4a,4c

- 4) Read with sufficient accuracy and fluency to support comprehension.
- 4a) Read grade-level text with purpose and understanding.
- 4c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 5

Reading: Literature

CCSS.ELA-Literacy.RL.5.1,2,3,4,5,6,7,9,10

- 1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.
- 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).
- 4) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 6) Describe how a narrator's or speaker's point of view influences how events are described.
- 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).
- 9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.

Grade: 5**Speaking & Listening****CCSS.ELA-Literacy.SL.5.1,1a,1b,1c,1d,2,3,4,5,6**

- 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.
 - 1a) 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.
 - 1b) Follow agreed-upon rules for discussions and carry out assigned roles.
 - 1c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - 1d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.
- 5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 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.)

Grade: 5**Writing****CCSS.ELA-Literacy.W.5.4,7,8,9,9a,10**

- 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.)
- 7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 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.
- 9) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9a) 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]").
- 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 disciplinespecific tasks, purposes, and audiences.