

# GRADE 5 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### Literature



#### READING STANDARDS: LITERATURE

<input type="checkbox"/>	Number	Standard						
<b>Key Ideas and Details</b>								
<input type="checkbox"/>	5RL 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
<input type="checkbox"/>	5RL 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.						
<input type="checkbox"/>	5RL 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).						
<b>Craft and Structure</b>								
<input type="checkbox"/>	5RL 4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ( <u>See grade 5 Language standards 4-6 for additional expectations.</u> )						
<input type="checkbox"/>	5RL 5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.						
<input type="checkbox"/>	5RL 6.	Describe how a narrator's or speaker's point of view influences how events are described.						
<b>Integration of Knowledge and Ideas</b>								
<input type="checkbox"/>	5RL 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).						
<input type="checkbox"/>	5RL 8.	(Not applicable to literature)						
<input type="checkbox"/>	5RL 9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.						
<b>Range of Reading and Level of Text Complexity</b>								
<input type="checkbox"/>	5RL 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.						

### Informational Text



#### READING STANDARDS: INFORMATIONAL TEXT

<input type="checkbox"/>	Number	Standard						
<b>Key Ideas and Details</b>								
<input type="checkbox"/>	5RI 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
<input type="checkbox"/>	5RI 2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.						
<input type="checkbox"/>	5RI 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.						
<b>Craft and Structure</b>								
<input type="checkbox"/>	5RI 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. ( <u>See grade 5 Language standards 4-6 for additional expectations.</u> )						
<input type="checkbox"/>	5RI 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.						
<input type="checkbox"/>	5RI 6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.						
<b>Integration of Knowledge and Ideas</b>								
<input type="checkbox"/>	5RI 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.						
<input type="checkbox"/>	5RI 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).						
<input type="checkbox"/>	5RI 9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.						
<b>Range of Reading and Level of Text Complexity</b>								
<input type="checkbox"/>	5RI 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.						

# GRADE 5 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### Foundational Skills



### FOUNDATIONAL SKILLS STANDARDS

<input type="checkbox"/>	Number	Standard							
<b>Phonics and Word Recognition</b>									
<input type="checkbox"/>	<b>5RF 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.							
<input type="checkbox"/>	<b>5RF 3a.</b>	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.							
<b>Fluency</b>									
<input type="checkbox"/>	<b>5RF 4</b>	Read with sufficient accuracy and fluency to support comprehension.							
<input type="checkbox"/>	<b>5RF 4a.</b>	Read on-level text with purpose and understanding.							
<input type="checkbox"/>	<b>5RF 4b.</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.							
<input type="checkbox"/>	<b>5RF 4c.</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							

### Opinion/Argument



### WRITING STANDARDS: OPINION/ARGUMENT WRITING

<b>Text Types and Purposes</b>									
<input type="checkbox"/>	<b>5W 1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.							
<input type="checkbox"/>	<b>5W 1a.</b>	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.							
<input type="checkbox"/>	<b>5W 1b.</b>	Provide logically ordered reasons that are supported by facts and details.							
<input type="checkbox"/>	<b>5W 1c.</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).							
<input type="checkbox"/>	<b>5W 1d.</b>	Provide a concluding statement or section related to the opinion presented.							

### Informative/Explanatory



### WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

<b>Text Types and Purposes</b>									
<input type="checkbox"/>	<b>5W 2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
<input type="checkbox"/>	<b>5W 2a.</b>	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.							
<input type="checkbox"/>	<b>5W 2b.</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.							
<input type="checkbox"/>	<b>5W 2c.</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).							
<input type="checkbox"/>	<b>5W 2d.</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.							
<input type="checkbox"/>	<b>5W 2 e.</b>	Provide a concluding statement or section related to the information or explanation presented.							

### Narrative



### WRITING STANDARDS: NARRATIVE WRITING

<b>Text Types and Purposes</b>									
<input type="checkbox"/>	<b>5W 3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.							
<input type="checkbox"/>	<b>5W 3a.</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.							
<input type="checkbox"/>	<b>5W 3b.</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.							
<input type="checkbox"/>	<b>5W 3c.</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.							
<input type="checkbox"/>	<b>5W 3d.</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.							
<input type="checkbox"/>	<b>5W 3 e.</b>	Provide a conclusion that follows from the narrated experiences or events.							

Underlined text represents changes to the Common Core Standards specific to California.

These standards are excerpted and then reformatted for our use from *The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools Kindergarten Through Grade Twelve* www.cde.ca.gov

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# GRADE 5 STUDENT CHECKLIST

California Common Core Standards English Language Arts



Opinion/Argument Informative/Explanatory Narrative



## WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard							
<b>Production and Distribution of Writing</b>									
<input type="checkbox"/>	5W 4.	Produce clear and coherent writing (including <u>multiple-paragraph texts</u> ) 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.)							
<input type="checkbox"/>	5W 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.)							
<input type="checkbox"/>	5W 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.							
<b>Research to Build and Present Knowledge</b>									
<input type="checkbox"/>	5W 7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.							
<input type="checkbox"/>	5W 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.							
<input type="checkbox"/>	4W 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
<input type="checkbox"/>	4W 9. a.	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]”).							
<input type="checkbox"/>	4W 9. 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]”).							
<b>Range of Writing</b>									
<input type="checkbox"/>	5W 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 & Listening



## SPEAKING AND LISTENING STANDARDS

<input type="checkbox"/>	Number	Standard							
<b>Comprehension and Collaboration</b>									
<input type="checkbox"/>	5SL 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.							
<input type="checkbox"/>	5SL 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.							
<input type="checkbox"/>	5SL 1b.	Follow agreed-upon rules for discussions and carry out assigned roles.							
<input type="checkbox"/>	5SL 1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.							
<input type="checkbox"/>	5SL 1d.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.							
<input type="checkbox"/>	5SL 2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.							
<input type="checkbox"/>	5SL 3.	Summarize the points a speaker <u>or media source</u> makes and explain how each claim is supported by reasons and evidence, and identify <u>and analyze any logical fallacies</u> .							
<b>Presentation of Knowledge and Ideas</b>									
<input type="checkbox"/>	5SL 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.							
<input type="checkbox"/>	5SL 4.a	<u>Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</u>							
<input type="checkbox"/>	5SL 4.b	<u>Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</u>							
<input type="checkbox"/>	5SL 5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.							
<input type="checkbox"/>	5SL 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 for specific expectations.)							

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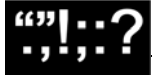
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# GRADE 5 STUDENT CHECKLIST

## California Common Core Standards English Language Arts



### Language



#### LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY

<input type="checkbox"/>	Number	Standard						
<b>Conventions of Standard English</b>								
<input type="checkbox"/>	<b>5L 1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	<b>5L 1a.</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.						
<input type="checkbox"/>	<b>5L 1b.</b>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.						
<input type="checkbox"/>	<b>5L 1c.</b>	Use verb tense to convey various times, sequences, states, and conditions.						
<input type="checkbox"/>	<b>5L 1d.</b>	Recognize and correct inappropriate shifts in verb tense.						
<input type="checkbox"/>	<b>5L 1e.</b>	Use correlative conjunctions (e.g., either/or, neither/nor).						
<input type="checkbox"/>	<b>5L 2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<input type="checkbox"/>	<b>5L 2a.</b>	Use punctuation to separate items in a series.						
<input type="checkbox"/>	<b>5L 2b.</b>	Use a comma to separate an introductory element from the rest of the sentence.						
<input type="checkbox"/>	<b>5L 2c.</b>	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).						
<input type="checkbox"/>	<b>5L 2d.</b>	Use underlining, quotation marks, or italics to indicate titles of works.						
<input type="checkbox"/>	<b>5L 2e.</b>	Spell grade-appropriate words correctly, consulting references as needed.						
<b>Knowledge of Language</b>								
<input type="checkbox"/>	<b>5L 3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
<input type="checkbox"/>	<b>5L 3a.</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.						
<input type="checkbox"/>	<b>5L 3b.</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.						
<b>Vocabulary Acquisition and Use</b>								
<input type="checkbox"/>	<b>5L 4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.						
<input type="checkbox"/>	<b>5L 4a.</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.						
<input type="checkbox"/>	<b>5L 4b.</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).						
<input type="checkbox"/>	<b>5L 4c.</b>	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 <u>and to identify alternate word choices in all content areas.</u>						
<input type="checkbox"/>	<b>5L 5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
<input type="checkbox"/>	<b>5L 5a.</b>	Interpret figurative language, including similes and metaphors, in context.						
<input type="checkbox"/>	<b>5L 5b.</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.						
<input type="checkbox"/>	<b>5L 5c.</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						
<input type="checkbox"/>	<b>5L 6.</b>	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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).						