

Common Core English-Language Arts 5th Grade

Code	Description
5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5.L.1.b	Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
5.L.1.c	Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.
5.L.1.d	Conventions of Standard English: Recognize and correct inappropriate shifts in verb tense.*
5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.L.2.a	Conventions of Standard English: Use punctuation to separate items in a series.*
5.L.2.b	Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.
5.L.2.c	Conventions of Standard English: 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.2.d	Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works.
5.L.2.e	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5.L.3.b	Knowledge of Language: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.L.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.
5.L.4.a	Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5.L.4.b	Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
5.L.4.c	Vocabulary Acquisition and Use: 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.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5.L.5.a	Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.
5.L.5.c	Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5.L.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).
5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
5.RF.3.a	Phonics and Word Recognition: 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.4	Read with sufficient accuracy and fluency to support comprehension.
5.RF.4.a	Fluency: Read grade-level text with purpose and understanding.
5.RF.4.c	Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.RI.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.
- 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 5.SL.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.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Text Types and Purposes: 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.2.a
- 5.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 5.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- 5.W.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- 5.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 5.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.
- 5.W.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.)
- 5.W.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 on page 29.)
- 5.W.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.