Grade 5

Alabama Standards not listed in Reading Street

Reading Standards for Literature (RL)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes [(RL.5.4)]

6. Describe how a narrator’s or speaker’s point of view influences how events are described. [(RL.5.6)]

Integration of Knowledge and Ideas

8. Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. [(RL 5.9)]

Range of Reading and Level of Text Complexity

9. 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. [(RL. 5.10)]

Reading Standards for Informational Text

Craft and Structure

13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area.* [RI.5.4)]

15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [(RI. 5.6)]

Integration of Knowledge and Ideas

18. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

[(RI.5.9)]

Range of Reading and Level of Text Complexity

19. 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. [(RI.5.10)]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [(RF.5.3)]

Writing Standards

Text Type and Purposes

22.c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). [(W.5.1c)]

23.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). [(W.5.2c)]

24.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [(W.5.3c)]

24.e. Provide a conclusion that follows from the narrated experiences or events. [(W.5.3e)]

Production and Distribution of Writing

26. 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 the first three Language standards in Grades K-5) [(W.5.5)]

27. 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; demonstrating sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [(W.5.6)]

Research to Build and Present Knowledge

28. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [(W.5.7)]

30.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]”). [(W.5.9a)]

30.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]”). [(W.5.9b)]

Range of Writing

31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [(W.5.10)]

Speaking and Listening Standards

Comprehension and Collaboration

34. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [(SL.5.3)]

Language Standards

Conventions of Standard English

38.b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. [(L.5.1b)]

38.d. Recognize and correct inappropriate shifts in verb tense.\* [(L.5.1d)]

38.e. Use correlative conjunctions (e.g., *either/or, neither/nor*).[(L.5.1e)]

39.b. Use a comma to separate an introductory element from the rest of the sentence. [(L.5.2b)]

39.c. 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?*). [(L.5.2c)]

39.e. Spell grade-appropriate words correctly, consulting references as needed. [(L.5.2e)]

Vocabulary Acquisition and Use

42.b. Recognize and explain the meaning of common idioms, adages, and proverbs. [(L.5.5b)]

43. 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*). [(L.5.6)]