

Sheridan County School District #3
2019-2020

5th GRADE ELA Priority Standards

(09/17/19)

Fifth Grade	
Reading: Informational Text 5.RI	
Key Ideas and Details	
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Craft and Structure	
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	
5.RI.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).
Range of Reading and Level of Text Complexity	
5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently.
Reading: Literature 5.RL	
Key Ideas and Details	
5.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Craft and Structure	
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.
Range of Reading Text Level of Text Complexity	
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.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Writing		5.W
Text Types and Purposes		
5.W.1 a-d	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. 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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	
5.W.2 a-e	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	
Speaking and Listening		5.SL
Comprehension and Collaboration		
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
Language		5.L
Conventions of Standard English		
5.L.1 a-e	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	

	<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>
5.L.2 a-d	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>