

Grade 5 NRSD Curriculum Standards for ELA

English/ Language Arts:

Grade 5: Speaking and Listening (SL)	Non-Reported Standard
Comprehension and Collaboration	
CC.5.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 5 topics and texts building on others' ideas and expressing their own clearly.	
NRSD.5.SL.1a Gather relevant information for a research project or composition through interviews.	
CC.5.SL.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.	
CC.5.SL.1b Follow agreed-upon rules for discussions and carry out assigned roles.	
CC.5.SL.1c Pose and respond to specific questions to clarify or follow up on information by making comments that contribute to the discussion and elaborate on the remarks of others.	
CC.5.SL.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
CC.5.SL.2 Summarize a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Non-Reported Standard
CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Non-Reported Standard
Presentation of Knowledge and Ideas	
CC.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.	Non-Reported Standard
NRSD.5.SL.4a Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect.	Non-Reported Standard
NRSD.5.SL.4b Use teacher-developed assessment criteria to prepare presentations.	Non-Reported Standard
CC.5.SL.5 Include multimedia components (e.g., graphics, sound) or visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Non-Reported Standard
CC.5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Non-Reported Standard
NRSD.5.SL.6 Describe, analyze, and use appropriately formal and informal English.	Non-Reported Standard
NRSD.5.SL.6a Demonstrate through role-playing appropriate use of formal and informal language.	Non-Reported Standard

Grade 5: Language (L)	Non-Reported Standard
Conventions of Standard English:	
CC.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.5.L.1a Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.	
CC.5.L.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
CC.5.L.1c Use verb tense to convey various times, sequences, states, and conditions	
CC.5.L.1d Recognize and correct inappropriate shifts in verb tense.	
CC.5.L.1e Use correlative conjunctions (e.g., either/or, neither/nor).	
NRSD.5.L.1a Recognize that a word performs different functions according to its position in a sentence.	
CC.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CC.5.L.2a Use punctuation to separate items in a series.	
CC.5.L.2b Use a comma to separate an introductory element from the rest of the sentence.	
NRSD.5.L.2a Identify correct mechanic usage of comma use in compound sentences.	
CC.5.L.2c 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?)	
CC.5.L.2d Use underlining, quotation marks, or italics to indicate titles of works.	
CC.5.L.2e Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language	
CC.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
CC.5.L.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
CC.5.L.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
Vocabulary Acquisition and Use	
CC.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.	
CC.5.L.4a Use context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase.	
CC.5.L.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
CC.5.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciations as well as alternate word choices and parts of speech, and determine or clarify the precise meaning of key words and phrases.	
CC.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
CC.5.L.5a Interpret figurative language, including similes and metaphors, in context.	
CC.5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	

Grade 5: Language (L) - continued	Non-Reported Standard
CC.5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words in speaking, writing, revising, and editing.	
CC.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).	

Grade 5: Reading Literature (RL)	Non-Reported Standard
Key Ideas and Details	
CC.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<p>CC.5.RL.2 Determine the 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.</p> <p>NRSD.5.RL.2a Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</p>	
CC.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details from the text (e.g., how characters interact, character traits).	
NRSD.5.RL.3a Identify personality traits of characters and how their thoughts, words, and actions reveal their personalities and how characters change over time; predict characters' actions based on their personality.	
NRSD.5.RL.3b Explain plot, conflict or problem, rising action, climax and outcome or resolution.	
NRSD.5.RL.3c Infer the setting from story details when not stated directly.	
<p>CC.5.RL.4a Determine the meaning of words or phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>NRSD.5.RL.4b Determine the meanings of other figurative terms such as idioms, personification, and hyperbole.</p>	
<p>CC.5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>NRSD.5.RL.5a Identify and respond to the effects of sound in poetry: alliteration, onomatopoeia, repetition,</p> <p>NRSD.5.RL.5b Identify and respond to the effects rhyme scheme: free verse, couplets, A,B,A,B.</p> <p>NRSD.RL.5c Identify common structures of traditional literature (for example, that characters or story elements often come in motifs of three such as three bears, three sisters, three wishes, or three tasks; or that there are magic helpers such as talking animals, fairies, genies, or elves).</p>	
CC.5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	
NRSD.5.RL.6a Identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support understanding.	

Grade 5: Reading Literature (RL) - continued	Non-Reported Standard
Integration of Knowledge and Ideas	
CC.5.RL.7a 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).	
NRSD.5.RL.7b Analyze how visual and multimedia elements contribute to nonfiction.	
MA.5.RL.8a Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.*	
NRSD.5.RL.8b Utilize prior knowledge and what has already happened in the story to make predictions.	
CC.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.	
Range of Reading and Level of Text Complexity	
CC.5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently.	

Grade 5: Reading Informational Text (RI)	
Key Ideas and Details	
CC.5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
CC.5.RI.2 Determine two or more main ideas of a text and explain how they are supported by details; summarize the text.	
CC.5.RI.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.	
Craft and Structure	
CC.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.	
CC.5.RI.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.	
NRSD.5.RI.5a Recognize that clue words such as: thus, as a result, and therefore may signal a cause and effect relationship.	
CC.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	
CC.5.RI.7 Draw information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.	
CC.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).	
CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	

Grade 5: Reading Informational Text (RI) - continued	Non-Reported Standard
Range of Reading and Level of Text Complexity	
CC.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.	
NRSD.5.RI.10a Identify, analyze, and apply knowledge of the purpose, structure, and elements of non-fiction or informational materials and provide evidence from the text to support their understanding.	
NRSD.5.RI.10b Distinguish fact from opinion or fiction.	
NRSD.5.RI.10c Identify and use knowledge of common textual features (title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary.)	
NRSD.5.RI.10d Identify and use knowledge of common graphic features (charts, graphs, maps, diagrams, captions, illustrations).	

Grade 5: Reading Foundations (RF)	
CC.5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.5.RF.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately multi-syllabic words in context and out of context.	
CC.5.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
CC.5.RF.4a Read grade-level text with purpose and understanding.	
CC.5.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
CC.5.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Grade 5: Writing (W)	Non-Reported Standard
Text Types and Purposes	
CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
CC.5.W.1a 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.	
NRSD.5.W.1 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.	
CC.5.W.1b Provide logically ordered reasons that are supported by facts and details.	
CC.5.W.1c Link opinion and reasons using word, phrases, and clauses (e.g., consequently, specifically).	
CC.5.W.1d Provide a concluding statement or section related to the opinion presented.	
Text Types and Purposes	
CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
NRSD.5.W.2 Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.	
CC.5.W.2a 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 in aiding comprehension.	
NRSD.5.W.2a Group related ideas and place in logical order when writing summaries or reports.	
NRSD.5.W.2b Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.	
NRSD.5.W.2c Improve word choice by using dictionaries or thesauruses.	
CC.5.W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic as well as sufficient supporting detail, and a concluding sentence.	
CC.5.W.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
CC.5.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	
CC.5.W.2e Provide a concluding statement or section related to the information or explanation presented.	
CC.5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CC.5.W.3a Orient the reader by establishing a situation and introducing a narrator or characters; organize an event sequence that unfolds naturally.	

Grade 5: Writing (W) - continued	Non-Reported Standard
CC.5.W.3b Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
CC.5.W.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
CC.5.W.3d Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
CC.5.W.3e Provide a conclusion that follows from the narrated experiences and events.	
MA.5.W.3a Write stories, poems, and scripts that draw on characteristics of tall tales or myths or modern genres such as mysteries, fantasies, and historical fiction.	
NRSD.5.W.3 Write stories or scripts containing the basic elements of fiction. (characters, dialogue, setting, plot with a clear resolution).	
NRSD.5.W.3a Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).	
Production and Distribution of Writing:	
CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
<p>NRSD.5.W.4a Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p> <p>NRSD.5.W.4b Students will describe, analyze, and use appropriately formal and informal English.</p> <p>NRSD.5.W.4c Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p> <p>NRSD.5.W.4d Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</p> <p>NRSD.5.W.4e Students will organize ideas in writing in a way that makes sense for their purpose and decide on the placement of descriptive details about setting, characters, and events in stories.</p>	
CC.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.)	
CC.5.W.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.	

Grade 5: Writing (W) - continued	Non-Reported Standard
Research to Build and Present Knowledge	
CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
Research to Build and Present Knowledge	
CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources, analyze, and evaluate the quality of the information they obtain, and use it to answer their own questions; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
Research to Build and Present Knowledge:	
CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
NRSD.5.W.9a Gather information from a variety of sources, analyze, and evaluate the quality of the information obtained, and use it to answer student-generated questions.	
CC.5.W.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 the characters interact]”).	
CC.5.W.9b 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]”).	
Range of Writing:	
CC.5.W.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.	