



# Core Content Connectors

## 2021

---

### **5<sup>th</sup> Grade**

English Language Arts

Montana Office of Public Instruction  
High Academic Standards for Students

## 5<sup>th</sup> Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Montana Content Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Montana Content Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment. These standards reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (See IEFA; [MCA 20-1-501 Article X](#); resources; and materials).

### Reading Standards for Literature

- Proficiently
- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Determine themes in literary texts
- Analyze elements of literature, including an author's use of figurative language
- Quote accurately by referring to the text
- Compare and contrast different texts
- Analyze the way a text is structured

### Reading Standards for Informational Text

- Read and analyze grade appropriate informational text from a variety of content areas such as history/social studies, science and technical texts
- Determine meaning from reading informational texts
- Quote text accurately by referring to the text
- Summarize informational text accurately
- Integrate information gained from a variety of texts to determine different points of view

### Reading Standards: Foundational Skills

- Apply a variety of strategies to read unknown words in and out of context
- Read text with purpose and understanding, self-monitoring understanding

### Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

### Writing Foundations Standards

- Read and write cursive and manuscript

### Speaking and Listening Standards

- Collaborate in discussions through effectively speaking and listening in a variety of settings
- Prepare for a discussion by reading and studying the required materials, drawing on that preparation during the discussion
- Paraphrase information from a wide range of sources
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

### Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Demonstrate the meaning of idioms and figurative language

	Montana's English Language Arts Content Standards – 5 <sup>th</sup> Grade
	Reading Standards for Literature
	Key Ideas and Details
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.</b> <b>5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.</b>
RL.5.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, summarize the text and include texts by and about American Indians. <b>5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.</b> <b>5.RL.c2 Summarize a text from beginning to end in a few sentences.</b> <b>5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</b>
RL.5.3	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>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</b> <b>5.RL.d2 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
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</b>
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <b>5.RL.e1 Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.</b> <b>5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.</b>
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians. <b>5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described.</b> <b>5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.</b> <b>5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text.</b> <b>5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.</b>

	Integration of Knowledge and Ideas
RL.5.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). <b>5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</b>
RL.5.8	(Not applicable to literature) <b>Not applicable</b>
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics. <b>5.RL.d3 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
RL.5.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. <b>5.HD.a1 Read or be read to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels.</b> <b>5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</b>

	Montana's English Language Arts Content Standards – 5 <sup>th</sup> Grade
	Reading Standards for Informational Text
	Key Ideas and Details
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.</b> <b>5.RI.c3 Quote accurately from a text to support inferences.</b>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <b>5.RI.c4 Determine the main idea and identify key details to support the main idea.</b> <b>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</b>
RI.5.3	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 and include texts by and about American Indians. <b>5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.</b> <b>5.RI.d2 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> <b>5.RI.d3 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 across texts.</b>
	Craft and Structure
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <b>5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b>
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. <b>5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</b> <b>5.RI.b2 Use signal word to identify common types of text structure.</b> <b>5.RI.d5 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.</b>
RI.5.6	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent. <b>5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.</b>
	Integration of Knowledge and Ideas
RI.5.7	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.

	<p><b>5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.</b></p> <p><b>5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).</b></p>
RI.5.8	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.</b></p> <p><b>5.RI.e3 Identify reasons and evidence that support an author's point(s) in a text.</b></p> <p><b>5.RI.a1 Identify the author's stated thesis/claim/opinion.</b></p> <p><b>5.RI.q2 Identify evidence the author uses to support stated thesis/claim/opinion.</b></p>
RI.5.9	<p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</b></p> <p><b>5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</b></p>
Range of Reading and Level of Text Complexity	
RI.5.10	<p>By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p><b>5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction, and nonfiction novels.</b></p> <p><b>5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.</b></p>

	Montana's English Language Arts Content Standards – 5 <sup>th</sup> Grade
	Reading Standards: Foundational Skills
	Phonics and Word Recognition
RF.5.3	<p>Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.</p> <p>a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.</p> <p>b. Apply knowledge of the six syllable patterns to read grade level words accurately.</p> <p>c. Use combined knowledge of morphology to read grade level words accurately.</p> <p>d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</p> <p><b>5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</b></p>
	Fluency
RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>5.RWL.a1 Use context to confirm or self-correct word recognition.</b></p>

	Montana's English Language Arts Content Standards – 5 <sup>th</sup> Grade
	Writing Standards
	Text Types and Purposes
W.5.1	<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> <p><b>5.WP.c1 Write an introduction that states own opinion within persuasive text.</b></p> <p><b>5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.</b></p> <p><b>5.WP.d1 Provide relevant facts to support stated opinion or reasons within persuasive writing.</b></p> <p><b>5.WP.e1 Link opinions and reasons using words, phrases, and clauses.</b></p> <p><b>5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.</b></p>
W.5.2	<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> <p><b>5.WI.c1 Write an introduction that includes context/background information, establishes a central idea or focus about a topic.</b></p> <p><b>5.WI.b3 Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</b></p> <p><b>5.WI.d1 Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>5.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate to convey information about the topic.</b></p> <p><b>5.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</b></p> <p><b>5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>5.WI.g1 Provide a concluding statement or section to summarize the information presented.</b></p>
W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p>



	<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.</b></p> <p><b>5.WL.c1 Organize ideas and event so that they unfold naturally.</b></p> <p><b>5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</b></p> <p><b>5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.</b></p> <p><b>5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.</b></p> <p><b>5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.</b></p> <p><b>5.WL.g1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events.</b></p>
	Production and Distribution of Writing
W.5.4	<p>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.)</p> <p><b>5.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</b></p> <p><b>5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</b></p> <p><b>5.WP.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</b></p>
W.5.5	<p>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.)</p> <p><b>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p> <p><b>5.WI.b1 With guidance and support from peers and adults, develop a plan for writing. (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b></p> <p><b>5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p> <p><b>5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>
W.5.6	<p>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 in order to complete a writing task.</p> <p><b>5.WA2 Use technology to produce and publish writing. (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</b></p> <p><b>5.WA1 Develop keyboarding skills.</b></p> <p><b>5.RI.b3 Use search tools or text features as a means of locating relevant information</b></p>

	Research to Build and Present Knowledge
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and include sources and/or topics by and about American Indians. <b>5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b>
W.5.8	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. <b>5.WP.b2 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources.</b> <b>5.WL.a2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text) to the topic or text from print and/or digital sources.</b> <b>5.WI.a1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.</b> <b>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</b> <b>5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.</b> <b>5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories</b>
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts. <b>5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</b>
	Range of Writing
W.5.10	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. <b>No CCCs developed for this standard.</b>

	Montana's English Language Arts Content Standards – 5 <sup>th</sup> Grade
	Writing Standards: Foundational Skills
	Sound-letter Basics and Handwriting
WF.5.1	<p>Demonstrate and apply handwriting skills.</p> <p>a. Read and write cursive letters, upper and lower case.</p> <p>b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.</p> <p><b>No CCCs developed for this standard.</b></p>

	Montana's English Language Arts Content Standards – 5 <sup>th</sup> Grade
	Speaking and Listening Standards
	Comprehension and Collaboration
SL.5.1	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. a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions. <b>5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</b> <b>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</b>
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.</b> <b>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</b>
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <b>5.RI.g3 Identify a speaker's points or claims.</b> <b>5.RI.c6 Summarize the points a speaker makes.</b> <b>5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.</b> <b>5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.</b>
	Presentation of Knowledge and Ideas
SL.5.4	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 and include sources by and about American Indians. <b>5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.</b> <b>5.WP.e2 Elaborate on each fact or opinion given in support of a claim with relevant details.</b>
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <b>5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</b> <b>5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</b>

SL.5.6	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.) <b>No CCCs written for this standard.</b>
--------	--

	Montana's English Language Arts Content Standards – 5 <sup>th</sup> Grade
	Language Standards
	Conventions of Standard English
L.5.1	<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> <p>f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).</p> <p><b>5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.</b></p> <p><b>5.WA.6 Recognize and correct inappropriate shifts in verb tense.</b></p> <p><b>5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.</b></p>
L.5.2	<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> <p><b>5.WA.9 Use punctuation to separate items in a series.</b></p> <p><b>5.WA.10 Use commas accurately in writing.</b></p> <p><b>5.WA.11 Spell words correctly in writing, consulting references as needed.</b></p>
	Knowledge of Language
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p><b>5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.</b></p>
	Vocabulary Acquisition and Use
L.5.4	<p>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.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>

	<p>c. 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.</p> <p><b>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words.</b></p> <p><b>5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</b></p> <p><b>5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b></p> <p><b>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.</b></p>
L.5.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</b></p> <p><b>5.WL.f1 Use figurative language in context, including similes and metaphors.</b></p> <p><b>5.RWL.e2 Identify the meaning of common idioms or proverbs.</b></p> <p><b>5.WA13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</b></p>
L.5.6	<p>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).</p> <p><b>5.RWL.c1 Use general academic and domain specific words and phrases accurately.</b></p> <p><b>5.WA14 Use grade appropriate general academic and domain-specific words and phrases accurately within informational writing.</b></p>