Arizona’s English Language Arts Standards - 5th Grade

**Range of Reading and Level of Text Complexity**

- **Reading Standards for Literature**
  - **5.RL.1** By the end of the year, proficiently and independently read and comprehend informational texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
  - **5.RL.2** Conventions of Standard English
    - Comprehend and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.
    - Use knowledge of morphological and etymological meanings to improve reading and writing accuracy.
    - Know and apply common, grade-appropriate Greek and Latin affixes and roots accurately to determine unknown words.
  - **5.RL.3** By the end of the year, proficiently and independently read and comprehend literary texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
  - **5.RL.4** Read grades 5–6 texts and comprehend their major themes, conflicts, and events, admiring and critiquing their approaches to similar themes and topics.
  - **5.RL.5** Draw evidence from literary or informational texts to support analysis, explanation, and research.
  - **5.RL.6** Read and write cursive letters, upper and lower case.
  - **5.RF.3** Read and write cursive letters, upper and lower case.
  - **5.RF.4** Read and write cursive letters, upper and lower case.
  - **5.RF.5** Read and write cursive letters, upper and lower case.

**Range of Reading and Level of Text Complexity**

- **Reading Standards for Informational Text**
  - **5.RI.1** By the end of the year, proficiently and independently read and comprehend informational texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
  - **5.RI.2** Comprehension and Collaborative
    - 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 contributing to the discussion, and sharing their own ideas, questions, and concerns with the group.
    - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - **5.RI.3** Comprehension and Collaborative
    - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
    - Compare and contrast the overall structure (e.g., chronology, comparison, cause/and/or effect, comparison, cause-and-effect, and problem/solution) of events, ideas, or concepts in a historical, scientific, or technical text, based on a series of facts presented in diverse media and formats, including visually, quantitatively, and orally.
  - **5.RI.4** Comprehension and Collaborative
    - 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.
    - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points or conclusions.
    - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Production and Distribution of Writing**

- **5.W.8** 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.

**Range of Production and Distribution of Writing**

- **5.W.9** Write routine 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.

- **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.

- **5.W.11** Write routine 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.

- **5.W.12** Write routine 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.

- **5.W.13** Write routine 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.

- **5.W.14** Write routine 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.

- **5.W.15** Write routine 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.

- **5.W.16** Write routine 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.

- **5.W.17** Write routine 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.

- **5.W.18** Write routine 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.

- **5.W.19** Write routine 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.

- **5.W.20** Write routine 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.

- **5.W.21** Write routine 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.

- **5.W.22** Write routine 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.

- **5.W.23** Write routine 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.

- **5.W.24** Write routine 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.

- **5.W.25** Write routine 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.

- **5.W.26** Write routine 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.

- **5.W.27** Write routine 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.

- **5.W.28** Write routine 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.

- **5.W.29** Write routine 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.

- **5.W.30** Write routine 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.