

5th Grade ELA Supporting Standards

The identified Essential Standards are targeted for emphasis, indicating that there could be a higher proportion of questions on those standards in the AASA. The state assessment will retain the same length and duration. **ALL STANDARDS remain valid and subject to inclusion in each year's AASA.**

It is essential to recognize that decisions to omit certain standards at the elementary level will have significant repercussions in the secondary grades. Foundational knowledge and skills developed through these standards are critical for ensuring students' success as they progress in their education.

The following document provides justification statements for each essential standard as well as suggested supporting standards:

Reading Standards for Literature	
Essential Standard	Justification and Supporting Standards
Key Ideas and Details	
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Justification: This standard builds foundational skills across all grade levels. It requires students to interact with the text both explicitly and with inferences. It prepares for advanced literary demands.
	5.RL.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).
	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.
	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

<p>5.RL.2</p> <p>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, and a summary of the text.</p>	<p>Justification: This standard provides students with the foundation skills needed to eventually be able to summarize, by recounting and paraphrasing the most important pieces and synthesizing the central message. It allows the students to show mastery of identifying key details and unimportant information.</p>
	<p>5.RL.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)</p>
	<p>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>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
<p>5.RL.3</p> <p>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).</p>	<p>Justification: This standard is foundational for students' understanding of and ability to explain the text, draw inferences, determine theme, and summarize the text.</p>
	<p>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>5.RL.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.</p>
<p>Craft and Structure</p>	
<p>5.RL.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>Justification: This standard is pivotal for comprehension due to its strength in vocabulary, background knowledge, and semantics.</p>
	<p>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>L.3-L.6 Knowledge of Language Standards</p>

<p>5.RL.6</p> <p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>Justification: Learning to distinguish between various points of view from one's own. Absolutely critical for higher grades.</p>
	<p>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>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.</p>

Reading Standards for Informational Text	
Essential Standard	Justification and Supporting Standards
Key Ideas and Details	
<p>5.RI.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Justification: This is a cross curricular standard that is needed for lifelong learning. It is a necessary skill to quote and cite what the text says explicitly and in making inferences in later grades.</p>
	<p>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.</p>
	<p>5.RI.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.</p>
	<p>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>

	5.RI.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.
5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Justification: This standard provides students with the foundation skills needed to eventually be able to summarize, by recounting and paraphrasing the most important pieces and synthesizing the main idea. It allows the students to show mastery of identifying key details and unimportant information.
	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
	5.RI.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.
	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	5.RI.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.
Craft and Structure	
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.	Justification: This standard is pivotal for comprehension due to its strength in vocabulary, background knowledge, and semantics.
	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.

	5.RI.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.
	L.3-L.6 Knowledge of Language Standards
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).	Justification: This standard is an enduring standard and represents a building block for reading comprehension and for analyzing an author's claim.
	5.W.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.

Writing Standards: Foundational Skills	
Essential Standard	Justification and Supporting Standards
Text Types and Purposes	
5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Justification: Assesses RI standards at the highest level. Application of informational elements within writing, such as technique, details, transitions, development of ideas. College and Career Readiness
	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.
	5.W.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.

	5.RI.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.
	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Justification: Assesses RI standards at the highest level. Application of informational elements within writing, such as technique, details, transitions, development of ideas. College and Career Readiness
	5.W.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.
	5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	5.RI.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.
	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Production and Distribution of Writing	
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-	Justification: The standard has to be met in order to determine which W.1, W.2, W.3 standard/ type of writing is correct for the task, purpose, and audience. Critical for feedback on student progress.
	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

specific expectations for writing types are defined in standards 1–3 above.)	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.
	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 in order to complete a writing task.
	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.

Speaking and Listening Standards	
Essential Standard	Justification and Supporting Standards
Comprehension and Collaboration	
5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Justification: This standard requires students to develop a range of broad oral communication and interpersonal skills.
	5.RI.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.
	5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5.SL.3	Justification: This standard requires students to develop a range of broad oral communication and interpersonal skills.

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Language Standards	
Essential Standard	Justification and Supporting Standards
Conventions of Standard English	
5.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	Justification: This standard has a focus on understanding words and phrases, their relationships and nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.
	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.
	5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

<p>5.L.2</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Justification: This standard is demonstrating the essential “rules” of standard written and spoken English, approaching language as a matter of craft and informed choice.</p>
	<p>5.WF.1 Demonstrate and apply handwriting skills.</p>
	<p>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.</p>