

Standard Code	Standard Code and Standard	Keep or Propose Change	Change: Removed, Re-written, Broken Up	Quality Standard Rule #	Reason for Proposed Change
5.RL.1	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
5.RL.2	5.RL.2 Determine a theme of a story, drama, or poem <b>and explain how it is supported by</b> <del>from</del> 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.				
5.RL.3	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.4	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language <b>and connotative meanings.</b> <del>such as metaphors and similes.</del>				Added connotative meanings to align better with 6th grade.
5.RL.5	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	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.				
5.RL.7	5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or <del>beauty</del> <b>mood</b> of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).				The word "mood" seems more clear than "beauty".
5.RL.8	5.RL.8 (Not applicable to literature)				
5.RL.9	5.RL.9 Compare and contrast <b>the authors' approach</b> <del>stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics</del> <b>within the same genre.</b>				

5.RL.10	5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. <b>By the end of the year, read and comprehend a variety of literary text.</b> <b>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).</b> <b>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks</b>		Re-written		Many of us felt as though the 4-5 text complexity band was not clear. We also thought there was some importance in including the ability to self-select text.
5.RI.1	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	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				
5.RI.3	5.RI.3 Explain the relationships <b>and/or</b> interactions between two or more individuals, events, ideas, or concepts, <b>or steps in procedures</b> in a historical, scientific, <b>or technical text</b> or technical text based on specific information in the text.				
5.RI.4	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.				
5.RI.5	5.RI.5 Compare and contrast the overall <b>text structure and the presentation</b> of events, ideas, concepts, or information (e.g., <b>chronology, comparison, cause/effect, problem/solution</b> ) of events, ideas, concepts, or information in two or more texts (e.g., <b>chronology, comparison, cause/effect, problem/solution</b> ).		Re-written		While discussing this standard, there were many different viewpoints as to what this standard was saying. We choice to re-write it to clarify the intent of the standard.
5.RI.6	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	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.8	5.RI.8 Explain <b>and identify</b> how an author uses reasons and evidence to support particular points in a text. <del>identifying which reasons and evidence support which point(s).</del>				
5.RI.9	5.RI.9 Integrate information from several texts on the same topic in order to write, or speak <b>or demonstrate knowledge</b> about the subject.				
5.RI.10	5.RI.10 <del>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text-complexity band independently and proficiently.</del> <b>By the end of the year, read and comprehend informational text.</b> <b>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).</b> <b>b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.</b>		Re-written		Many of us felt as though the 4-5 text complexity band was not clear. We also thought there was some importance in including the ability to self-select text.
5.RF.1	5.RF.1 There is not a grade 5 standard for this concept. Please see preceding grades for more information.				
5.RF.2	5.RF.2 There is not a grade 5 standard for this concept. Please see preceding grades for more information.				
5.RF.3	5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to <b>accurately</b> read accurately-unfamiliar multisyllabic words in context and out of context.				

5.RF.4	<p>5.RF.4 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 <b>texts in a variety of genres</b> and poetry orally with accuracy, appropriate rate, and <b>prosody (stress, phrasing, intonation, and expression)</b> on successive <b>consecutive</b> readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>				
5.W.1	<p>5.W.1 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 <b>grade level appropriate</b> words, phrases, and clauses (e.g., <del>consequently,</del> <del>specifically</del>).</p> <p>d. Provide a <b>conclusion</b> <del>concluding statement or section</del> related to the opinion presented.</p>				

5.W.2	<p>5.W.2 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; <del>include formatting (e.g., headings), illustrations,</del> <b>text features</b> and multimedia when useful to <del>aiding</del> <b>support</b> comprehension <b>for the reader</b>.</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, <b>paragraphs or sections</b> of information using <b>grade level appropriate</b> words, phrases, and clauses (<del>e.g., in contrast, especially</del>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion <del>concluding statement or section</del> related to the information or explanation presented.</p>				
5.W.3	<p>5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, <b>relevant</b> 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, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and <b>figurative and</b> sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows <del>from</del> the narrated experiences or events.</p>				

5.W.4	5.W.4 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.)				
5.W.5	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, <b>drafting</b> , revising, editing, <b>or</b> rewriting. <del>or trying a new approach.</del> (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)				
5.W.6	5.W.6 <del>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.</del> <b>With guidance as needed, use technology, including the internet, to enhance writing. a. produce and publish writing. b. interact and collaborate with others. c. demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.</b>		Justification: Like above, we wanted to put student action first.		
5.W.7	5.W.7 Conduct short research projects that use <del>several</del> <b>multiple</b> sources to build knowledge through investigation of different aspects of a topic.		Justification: Changed to multiple to match reading standard which uses the word multiple when referring to using sources.		

5.W.8	5.W.8 Recall <b>and gather</b> relevant information from experiences <b>and</b> or gather relevant information from <b>multiple</b> print and digital sources; <b>a. Summarize</b> or paraphrase information in notes and finished work, <b>and b. Provide a list of sources.</b>				
5.W.9	5.W.9 Draw evidence from literary or informational texts to support <b>written</b> analysis, reflection, and research. a. 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 characters interact]”). b. 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]”).				
5.W.10	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; <b>independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</b>				

5.SL.1	<p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse <del>various</del> partners on grade 5 <b>level</b> topics and texts, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <b>e. Cooperate and problem solve as appropriate for productive group discussions</b></p>				
5.SL.2	5.SL.2 Summarize <del>a-written</del> text read-aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		*Clarified		
5.SL.3	5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				
5.SL.4	<p>5.SL.4 <del>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.</del> <b>Report on a topic or text or present an opinion; a. sequencing ideas logically. b. using appropriate facts and relevant descriptive details to support main ideas or themes. c. speak clearly at an understandable pace.</b></p>		*Rewritten to clarify		Standard seemed confusing as written. It was thought that by separating into a,b,c makes it easier for teachers, parents, students to read and clearly understand.
5.SL.5	5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				

5.SL.6	5.SL.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.				
5.L.1	<p>5.L.1 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 <b>use</b> their function in particular sentences.</p> <p>b. Form and use the perfect <b>verb tenses</b> (e.g., I had walked; I have walked; I will have walked) <del>verb tenses</del>.</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	<p>5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use <del>punctuation</del> <b>commas</b> 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., <del>Yes, thank you</del>), 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>				
5.L.3	<p>5.L.3 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>				

5.L.4	<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade <b>level 5</b> reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., <del>cause/effect relationships and comparisons in text</del>) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g., <del>photograph, photosynthesis</del>).</p> <p>c. Consult reference materials (e.g., <del>dictionaries, glossaries, thesauruses</del>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of <b>key words and phrases</b>.</p>				
5.L.5	<p>5.L.5 Demonstrate understanding of figurative language, word relationships, and <del>nuances</del> <b>subtle differences</b> 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, <del>adages,</del> and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>				
5.L.6	<p>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).</p>				