



# Priority Standards

## ELA Priority Standards – Grade 5

Below is a table of the priority standards.

| Priority Standards | Description  |
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| W.5.1              | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Know the difference between fact and opinion.</li> <li>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.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>   |
| W.5.2              | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> |
| W.5.3              | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> </ol>  |

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|                    | e. Provide a conclusion that follows from the narrated experiences or events.  |
| W.5.4              | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   |
| 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.   |
| RI.5.1             | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| RI.5.2             | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  |
| 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.   |
| RI.5.6             | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   |
| RI.5.8             | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).   |
| RL.5.1             | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| RL.5.2             | 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.  |
| 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.  |
| RL.5.6             | Describe how a narrator's or speaker's point of view influences how events are described.  |
| RF.5.3             | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.   |
| SL.5.1             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>• SL.5.1a 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.</li> <li>• SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> |
| SL.5.3             | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  |

| Priority Standards | Description   |
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| 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. |