

*Cognitive Complexity:* Level 1: Recall

## GRADE: 5

### Strand: READING STANDARDS FOR LITERATURE

#### Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.5.RL.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RL.1.2	Determine a 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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RL.1.3	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). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

#### Cluster 2: Craft and Structure


STANDARD CODE	STANDARD
LAFS.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RL.2.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RL.2.6	Describe how a narrator's or speaker's point of view influences how events are described. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

#### Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RL.3.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

#### Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
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LAFS.5.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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## Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

### Cluster 3: Phonics and Word Recognition

STANDARD CODE	STANDARD
LAFS.5.RF.3.3	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 read accurately unfamiliar multisyllabic words in context and out of context.  <i>Cognitive Complexity:</i> Level 1: Recall

### Cluster 4: Fluency


STANDARD CODE	STANDARD
LAFS.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Strand: READING STANDARDS FOR INFORMATIONAL TEXT

### Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RI.1.3	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.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

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Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RI.2.5	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.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.5.RI.3.7	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.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.5.RI.4.10	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.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

## Strand: WRITING STANDARDS


Cluster 1: Text Types and Purposes	
STANDARD CODE	STANDARD
LAFS.5.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>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.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>

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	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.W.1.2	<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>
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.W.1.3	<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> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LAFS.5.W.2.4	<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.5.W.2.5	<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 on pages 28 and 29.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>
LAFS.5.W.2.6	<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 to type a minimum of two pages</p>

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	in a single sitting. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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### Cluster 3: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.W.3.8	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>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]”).</li> <li>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]”).</li> </ul> <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

### Cluster 4: Range of Writing

STANDARD CODE	STANDARD
LAFS.5.W.4.10	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

## Strand: STANDARDS FOR SPEAKING AND LISTENING

### Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.5.SL.1.1	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>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information</li> </ul>

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	and knowledge gained from the discussions.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.SL.1.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.5.SL.2.4	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.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.SL.2.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.SL.2.6	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 on pages 28 and 29 for specific expectations.)  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
STANDARD CODE	STANDARD
LAFS.5.L.1.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  <ul style="list-style-type: none"> <li>a. Demonstrate fluent and legible cursive writing skills.</li> <li>b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>c. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>d. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>e. Recognize and correct inappropriate shifts in verb tense.</li> <li>f. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul> <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> </ul>

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	<p>c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</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>
<i>Cognitive Complexity:</i> Level 1: Recall	

Cluster 2: Knowledge of Language	
STANDARD CODE	STANDARD
LAFS.5.L.2.3	<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., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	STANDARD
LAFS.5.L.3.4	<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 context (e.g., cause/effect relationships and comparisons in text) 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., <i>photograph, photosynthesis</i>).</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>
<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	
LAFS.5.L.3.5	<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>
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	
LAFS.5.L.3.6	<p><b>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although,</i></b></p>

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	<i>nevertheless, similarly, moreover, in addition).</i> <u>Cognitive Complexity:</u> Level 1: Recall
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