# Strand: Reading Literature

<table>
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<tr>
<th>Topics</th>
<th>Standard</th>
<th>“I can…” statements</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| **Key Ideas and Details**     | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | • I can accurately find the words or phrases from text that supports my answer  
• I can make logical conclusions based on the evidence in the text  
• I can create lists of clues stated in the text to support my inference | Inference  
Quote  
**Vocabulary** |
|                               | RL.5.2 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 can identify the theme (moral, lesson, meaning, message, view or comment on life) of a story, drama or poem  
• I can use text to find how the character’s traits and actions determine the theme  
• I can restate, sequentially, the main idea/events/points from a story, drama or poem in as few as words as possible | Theme  
Drama  
Summarize  
Topic  
Character traits  
Moral |
|                               | RL.5.3 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 can find similarities between two or more characters, settings, or events  
• I can find differences between two or more characters, settings, or events | Story elements |
| **Craft and Structure**       | RL.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | • I can figure out the meaning of an unusual words or phrase when I read by using context clues  
• I can identify metaphors and similes as types of figurative language  
• I can determine the meaning of figurative language when used in text | Figurative language  
Metaphors  
Similes  
Alliteration  
Onomatopoeia |
|                               | RL.4.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | • I can explain the structure of a story, drama, or poem  
• I can give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other and the whole | Stanza  
Plot  
Exposition  
Rising action  
Climax  
Falling action  
Conclusion  
Chapter |
|                               | RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. | • I can identify the narrator’s or speaker’s viewpoint in a text  
• I can tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint | Narrator  
First person  
Third person  
Point of view |
| Integration of Knowledge and Ideas | RL.5.7 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, and poem). | • I can explain the elements of visual and multimedia presentations  
• I can explain how the elements of visual and multimedia presentations enhance my understanding and appreciation of text | Multimedia  
Tone  
Beauty of text  
Mood |
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<tr>
<td>RL.4.8 (Not applicable to literature)</td>
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</table>
| RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | • I can identify characteristics of fictional genres  
• I can compare (and contrast) stories that deal with similar topics and problems (e.g., meaning of friendship, freedom, responsibility) | Genre  
Theme  
Topic  
Mood  
Plot |
| Range of Reading and Level of Text Complexity | RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4–5 text complexity band independently and proficiently. | • I can read and understand stories at my grade level  
• I can read a variety of informational texts at many levels with and without the support of my teacher  
• I can read a variety of informational texts as needed at the high end of my range  
• I can reread text to find more information or clarify ideas | Reading strategy  
Comprehension |
### Strand: Reading Informational Text

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</table>
| **Key Ideas and Details**                   | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | • I can accurately find the words or phrases from text that supports my answer  
• I can make logical conclusions based on the evidence in the text  
• I can create lists of clues stated in the text to support my inferences | Inference  
Explicit |
|                                             | RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | • I can identify several main ideas and connect the supporting details  
• I can restate the main ideas and critical details  
• I can maintain chronological or logical order in as few of words as possible | Chronological  
Logical  
Summarize |
|                                             | RI.5.3 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 can explain how two or more specific events, ideas, concepts, or individuals are connected  
• I can use specific events, ideas, concepts from the informational reading that I do to explain what happened and why | Concept  
Interaction  
Technical text |
| **Craft and Structure**                     | 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. | • I can use context clues to help unlock the meaning of unknown words/phrases  
• I can use non-linguistic clues (maps, charts, etc.) to help unlock the meaning of unknown words/phrases  
• I can determine the appropriate definition of words that have more than one meaning | General academic words  
Domain-specific words  
Context clues |
|                                             | RI.5.5 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 can identify text structure specific to informational text  
• I can compare and contrast the structure of events, ideas, concepts, and information two or more text  
• I can compare the purpose of the text structure | Text structure  
Chronology |
|                                             | RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | • I can tell how and why the events of an account are influenced by multiple viewpoints | Analyze  
Multiple accounts (in this context) |
| **Integration of Knowledge and Ideas**      | RI.5.7 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 can locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose | Digital sources |
### Fifth Grade

| RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). | • I can distinguish fact from opinion  
• I can support with evidence from the text  
• I can determine author’s main purpose | Fact  
Opinion  
Main purpose  
Evidence |
|---|---|---|
| RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | • I can develop notes to organize my thinking while reading several different sources  
• I can categorize notes from the different sources  
• I can interpret notes for a report  
• I can create a finished product that paraphrases what I learned | Paraphrase  
Categorize  
Interpret notes |

### Range of Reading and Level of Text Complexity

| RI.5.10 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 can read and understand informational texts at my grade level  
• I can read a variety of informational texts at many levels with and without the support of my teacher  
• I can read a variety of informational texts as needed at the high end of my range  
• I can use reading strategies to help me understand difficult complex text | Reading strategy  
Comprehension |
### Fifth Grade

#### Strand: Reading Foundational Skills

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| **Phonics and Word Recognition** | **RF.5.3** 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 can use word-decoding strategies to read unfamiliar words  
  • I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words  
  • I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables  
  • I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words | Root words  
Affixes  
Multisyllabic |
| **Fluency**             | **RF.5.4** 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 can read with purpose and understanding  
  • I can read grade-level text fluently and show comprehension through voice, timings, and expression  
  • I can recognize when a word I have read does not make sense within the text  
  • I can self-correct misread or misunderstood words using context clues  
  • I can reread with corrections when necessary  
  • I can read prose and poetry aloud with accuracy, rate and expression  
  • I can use context to know if I am reading accurately and can self-correct when necessary | Fluency  
Context clue  
Prose |
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| **Text Types and Purposes** | W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | • I can determine my opinion or point of view on a topic or text  
• I can include my opinion within the introduction of the topic when writing an argument  
• I can organize my ideas when writing an argument  
• I can support my opinion with facts and details when writing an argument  
• I can link opinion and reasons when writing an argument  
• I can write a concluding statement or paragraph to support my opinion when writing an argument | Opinion, Argument, Concluding statement |
|                             | 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. |                                                                                                                   |                                   |
|                             | b. Provide logically ordered reasons that are supported by facts and details. |                                                                                                                   |                                   |
|                             | c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |                                                                                                                   |                                   |
|                             | d. Provide a concluding statement or section related to the opinion presented. |                                                                                                                   |                                   |
|                             | W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | • I can select a topic and gather information to share with my audience  
• I can define common formatting structures and determine the best structure that will allow me to organize my information  
• I can introduce my topic by providing my general observation/focus; use formatting structures, illustrations, and multimedia to clarify my topic  
• I can explain my topic using precise language and domain-specific vocabulary  
• I can present my information in a formal style with a concluding statement or section that relates to the information presented | Formatting structure, Observation, Focus, Multimedia, Precise, Domain-specific |
|                             | a. 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. |                                                                                                                   |                                   |
|                             | b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |                                                                                                                   |                                   |
|                             | c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |                                                                                                                   |                                   |
|                             | d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |                                                                                                                   |                                   |
|                             | e. Provide a concluding statement or section related to the information or explanation presented. |                                                                                                                   |                                   |
### Fifth Grade

| Production and Distribution of Writing | W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  
- e. Provide a conclusion that follows from the narrated experiences or events. | • I can define narrative and describe the basic parts of plot  
• I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion  
• I can sequence the events in my story so that one event logically leads to the next  
• I can use narrative techniques (dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations  
• I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events  
• I can signal changes in time and place by using transition words, phrases, and clauses  
• I can write a logical conclusion when writing a narrative piece | Narrator  
Narrative  
Transition  
Sequence  
Concrete word  
Sensory detail  
Conclusion |
| --- | --- | --- | --- |
| W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | • I can identify the writing style that best fits my task, purpose, and audience  
• I can use organizational/formatting structures (graphic organizers) to develop my writing ideas  
• I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style | Writing style  
Task  
Purpose  
Audience  
Functional writing  
Coherent | |
| Grade-specific expectations for writing types are defined in standards 1–3 above. | When someone helps me:  
• I can use prewriting strategies to formulate ideas  
• I can recognize that a well-developed piece of writing requires more than one draft  
• I can apply revision strategies  
• I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.  
• I can prepare multiple drafts using revisions and edits to develop and strengthen my writing  
• I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach | Revision  
Strategy  
Edit | |
<p>| W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5. | ||</p>
<table>
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<th>Grade</th>
<th>Skills</th>
<th>Examples</th>
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</table>
| W.5.6 | 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 to type a minimum of two pages in a single sitting. | When someone helps me:  
- I can use technology to produce and publish my writing  
- I can use technology (e.g., email, blogs, Skype, etc.) to communicate with others  
- I can choose credible websites on the Internet that will help me compose, edit, and publish my writing  
- I can use proper keyboarding skills to compose and prepare my writing for publication  
- I can write a minimum of one page in one sitting |
|       |                                                                                                                                          | Publish Credible website Virtual conversation                                                                                               |
|       |                                                                                                                                          | Research Central question Sources Paraphrase                                                                                               |
|       |                                                                                                                                          | Print source Digital source Notes Paraphrase Cite Source                                                                                   |
|       |                                                                                                                                          | Textual evidence Analysis Reflection Research Defend                                                                                       |
| Research to Build and Present Knowledge | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |                                                                                                                                             |
| W.5.7 |                                                                                                                                          |                                                                                                                                             |
|       |                                                                                                                                          |                                                                                                                                             |
| 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. |                                                                                                                                             |
| W.5.9 | Draw evidence from literary or informational texts to support 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 supports which point[s].”). |                                                                                                                                             |
| Range of Writing | W.5.10 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 can write for extended periods of time for many tasks, purposes and audiences  
• I can recognize that different writing tasks require varied time frames to complete  
• I can determine a writing format/style to fit my task, purpose, and/or audience  
• I can write for a variety of reasons | Writing format  
Writing style  
Task  
Purpose  
Audience |
### Strand: Speaking and Listening

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| Comprehension and Collaboration | SL.5.1 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 expressing their own clearly.  
  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.  
  b. Follow agreed-upon rules for discussions and carry out assigned roles.  
  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  
  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  
  SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
  SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | • I can read or study material to be discussed  
• I can list important information about the topic to be discussed  
• I can identify and follow the agreed upon rules for discussion and carry out assigned roles  
• I can ask questions when I do not understand  
• I can stay on topic by making comments about the information being discussed  
• I can make connections between the comments of others  
• I can explain my own ideas and tell what I’ve learned from a discussion  
• I can identify information from a text being read aloud  
• I can identify information that is presented in different formats  
• I can summarize the information gathered to determine the main idea and support details  
• I can identify a speaker’s claims that are supported by reasons and evidence  
• I can summarize a speaker’s points using reasons and evidence he/she provides to support his/her claim | Discussion  
Connection  
Format  
Main idea  
Supporting details  
Reason  
Evidence  
Claim  
Summary  |
| Presentation of Knowledge and Ideas | 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.  
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | • I can determine a logical sequence for presenting my ideas and facts  
• I can present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme  
• I can report my information by speaking clearly at an appropriate pace  
• I can identify main ideas or theme in my presentation that could be enhanced  
• I can determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes | Logical sequence  
Relevant  
Main idea  
Theme  
Pace  
Theme  
Enhance  
Audio recording  
Visual display  
Multimedia component |
| SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | • I can identify various reasons for speaking
• I can adapt a speech for various tasks or situations
• I can compose a formal speech that demonstrates a command of grade 5 Language standards | Formal
Informal |

See grade 5 Language standards 1 and 3 for specific expectations.
## Strand: Language

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| **Conventions of Standard English** | L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | - I can define conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence  
- I can define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence  
- I can define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence  
- I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly  
- I can identify common correlative conjunctions and use them correctly when writing | Conjunction  
Prepositions  
Interjections  
Past perfect  
Present perfect  
Future perfect  
Verb tense  
Correlative conjunctions |
|                            | a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | - I can determine when to capitalize words  
- I can identify items in a series and punctuate them correctly  
- I can identify and introductory element and use a comma to separate it from the rest of a sentence  
- I can identify when a comma should be used to set off the words yes and no, tag questions, and direct address  
- I can identify titles of works and choose the correct formatting style  
- I can identify misspelled words and use resources to assist me in spelling correctly | |
### Fifth Grade

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<th>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</th>
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<tbody>
<tr>
<td>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
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<tr>
<td>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
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<th>L.5.4 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.</th>
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<tbody>
<tr>
<td>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <em>photograph, photosynthesis</em>).</td>
</tr>
<tr>
<td>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.</td>
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<th>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</th>
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<tr>
<td>a. Interpret figurative language, including similes and metaphors, in context.</td>
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<tr>
<td>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
<tr>
<td>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
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<tr>
<td>• I can infer the meaning of unknown words using context clues</td>
</tr>
<tr>
<td>• I can recognize and define common Greek and Latin affixes and roots</td>
</tr>
<tr>
<td>• I can break down unknown words into units of meaning to infer the definition</td>
</tr>
<tr>
<td>• I can verify my inferred meaning of an unknown word by consulting reference materials</td>
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| Simple sentence structure |
| Compound sentence structure |
| Complex sentence structure |
| Style |
| Compare |
| Contrast |
| Register |
| Dialect |

### Vocabulary Acquisition and Use

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<th>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</th>
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<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <em>photograph, photosynthesis</em>).</td>
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| Infer |
| Context clues |
| Affix |
| Root/base word |

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<th>I can identify various forms of figurative language (e.g., simile, metaphor, <em>hyperbole, personification, alliteration, onomatopoeia</em>).</th>
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<tr>
<td>I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).</td>
</tr>
<tr>
<td>I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning</td>
</tr>
<tr>
<td>I can recognize word relationships and use the relationships to further understand each of the words</td>
</tr>
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| Simile |
| Metaphor |
| Literal language |
| Figurative language |
| Idiom |
| Adage |
| Proverb |
| Word relationships |
Fifth Grade

| L.5.6 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). | • I can recognize the difference between general academic words and phrases  
• I can acquire and use grade-appropriate academic and domain-specific words and phrase, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression | General academic words  
Domain-specific words |