

RECOMMENDED RESOURCES

Click on the images below to see my top recommended resources for 5th grade literacy.

READING RESOURCES

grades 4-5

STORY ELEMENTS <i>grades 4-5</i>	TEACHING THEME <i>grades 4-5</i>	POINT OF VIEW <i>grades 4-5</i>	POETRY RESOURCES <i>grades 4-5</i>
REASONS & EVIDENCE <i>grades 4-5</i>	TEXT STRUCTURES <i>grades 4-5</i>	MAIN IDEA <i>grades 4-5</i>	MULTIPLE ACCOUNTS <i>of the SAME TOPIC</i>
INFERENCE <i>grades 4-5</i>	INTEGRATING INFORMATION	FIGURATIVE LANGUAGE <i>grades 4-5</i>	THE PERFECT SUPPLEMENTAL RESOURCE FOR 4TH AND 5TH GRADE TEACHERS!

5TH GRADE LANGUAGE

DIALECTS AND REGISTERS	COMMAS IN A SERIES	USING COMMAS	STRONGS AND ANTONYMS	EXPANDING AND REDUCING SENTENCES	USING ACADEMIC WORDS
CORRELATIVE Conjunctions	PERFECT VERB TENSES	GREEK AND LATIN ROOTS	USING REFERENCE MATERIALS	COMBINING SENTENCES	IDIOMS, ADAGES, AND PROVERBS
FIGURATIVE Language	CONJUNCTIONS, PREPOSITIONS, AND INTERJECTIONS	CONTEXT CLUES	PREFIXES AND SUFFIXES	WRITING TITLES CORRECTLY	ONOMATOPEAS and HOMOPHONES

BUNDLE

READING:

LITERATURE

STANDARDS

MAKING INFERENCES

I can make inferences while reading and use evidence from the text to support those inferences.

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

DETERMINING THEME

I can determine the theme of a text and use evidence from the text to support that theme.

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.

CHARACTER REACTIONS

I can determine how characters respond to challenges in stories and drama. I can also determine how the speaker of a poem feels about a topic.

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.

SUMMARIZING

I can identify key details and events of a text and use those to summarize the text.

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.

STORY ELEMENTS

I can compare and contrast characters, settings, and events. I can use details from the text to support my comparisons and contrasts.

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).

WORDS AND PHRASES

I can determine the meaning of words and phrases used in a text, including figurative language.

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.

STRUCTURE OF STORIES

I can recognize chapters, stanzas, and scenes in a text. I can explain their importance to the overall story, drama, or poem.

RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

POINT OF VIEW

I can determine the point of view of a text and describe how that point of view influences the text.

RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

VISUAL ELEMENTS

I can analyze graphics, images or multimedia elements and determine the impact they have on a text.

RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

COMPARE & CONTRAST

I can compare and contrast stories in the same genre that have similar themes and topics.

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.

READING LITERATURE

I can read and comprehend 5th grade level literature, including stories, drama, and poetry.

RL.5.10

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.

READING:

**INFORMATIONAL
STANDARDS**

MAKING INFERENCES

I can make inferences while reading nonfiction text and use evidence from the text to support those inferences.

RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

MAIN IDEA

I can identify the main ideas of informational 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.

SUMMARIZING

I can write a detailed and thorough summary of an informational 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.

DETERMINING CONNECTIONS

I can determine how ideas, events, and people are similar and different in a text.

I can determine how ideas, events, and people are connected or related to one another.

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.

WORDS AND PHRASES

I can determine the meaning of nonfiction subject area and academic words and phrases used in a 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*.

TEXT STRUCTURE

I can identify the text structure of a text. I can also compare and contrast text structures in different texts or within one text.

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.

MULTIPLE ACCOUNTS

I can identify and summarize different accounts of the same topic or event.

I can also compare and contrast those accounts.

RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

PRINT & DIGITAL SOURCES

I can use print and digital sources to answer questions and solve problems.

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.

AUTHOR'S POINT

I can determine an author's main points. I can also find reasons and evidence from the text to support the author's main points.

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).

INTEGRATING INFORMATION

I can read multiple texts on the same topic or similar topics and integrate important information from the texts to answer questions or write responses.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

READING INFORMATIONAL

I can read and comprehend 5th grade level informational text on a variety of topics and events.

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.

**READING:
FOUNDATIONAL
SKILLS**

READING SKILLS

I can use phonics and word analysis skills to decode unfamiliar words.

RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding words.

READING SKILLS

I can use letter-sound knowledge, syllables, and roots and affixes to read unfamiliar words.

RF.5.3.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.

READING SKILLS

I can read with
accuracy and fluency
to support my
comprehension.

RF.5.4

Read with sufficient accuracy and
fluency to support comprehension.

READING SKILLS

I can read grade-level text with a purpose and understanding.

RF.5.4.A

Read grade-level text with purpose and understanding.

READING SKILLS

I can read grade-level text aloud with accuracy, appropriate rate, and expression.

RF.5.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

READING SKILLS

I can use context to confirm and self-correct while I am reading, rereading as needed.

RF.5.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

PERSUASIVE WRITING

I can write well-developed opinion pieces on topics and texts.

W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

PERSUASIVE WRITING

I can write an introduction that clearly states my opinion.

W.5.1.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.

PERSUASIVE WRITING

I can organize my ideas in a logical way to support my opinion and purpose.

W.5.1.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.

PERSUASIVE WRITING

I can include reasons to support my opinion and order my reasons in a logical way.

W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

PERSUASIVE WRITING

I can support my reasons with relevant facts and details.

W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

PERSUASIVE WRITING

I can use transition words, phrases, and clauses to link opinions and reasons.

W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

PERSUASIVE WRITING

I can write a concluding statement or section that supports and is related to my opinion.

W.5.1.D

Provide a concluding statement or section related to the opinion presented.

INFORMATIONAL WRITING

I can write clear and well-developed informative/explanatory texts on a variety of topics.

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INFORMATIONAL WRITING

I can write an introduction that clearly introduces my topic and focus.

W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.

INFORMATIONAL WRITING

I can use text features
and illustrations to
support my text.

W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.

INFORMATIONAL WRITING

I can include facts, definitions, concrete details, and examples to support my topic.

W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INFORMATIONAL WRITING

I can use transition words, phrases, and clauses to link my main ideas.

W.5.2.C

Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

INFORMATIONAL WRITING

I can use clear and specific vocabulary and terms to explain my topic.

W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

INFORMATIONAL WRITING

I can write a concluding statement or section that supports my topic.

W.5.2.E

Provide a concluding statement or section related to the information or explanation presented.

NARRATIVE WRITING

I can write well-developed narratives that are imagined or based on real events.

W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NARRATIVE WRITING

I can hook the reader into my story by establishing a situation and introducing key characters.

W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

NARRATIVE WRITING

I can organize the events in my story in a natural and engaging way.

W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

NARRATIVE WRITING

I can use dialogue to develop experiences, events, and show character responses.

W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

NARRATIVE WRITING

I can use clear descriptions to develop experiences, events, and show character responses.

W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

NARRATIVE WRITING

I can use transition words, phrases, or clauses to sequence the events of the story.

W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

NARRATIVE WRITING

I can use concrete words and sensory details to describe experiences and events clearly.

W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

NARRATIVE WRITING

I can write a conclusion that wraps up the story and events.

W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

WRITING

I can write in a way that is clear and appropriate for a variety of writing tasks, purposes, and audiences.

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WRITING

I can write using the writing process, with guidance and support from other students and teachers.

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.

WRITING

I can use technology to publish my writing and to interact and collaborate with others.

W.5.6

With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

WRITING

I can write research papers and projects using several sources for information.

W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

WRITING

I can gather information from different sources, including print and digital sources.

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.

WRITING

I can summarize or paraphrase information in notes and finished work.

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.

WRITING

I can cite the sources that I use for informational and research writing.

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.

WRITING

I can write about literary and informational texts, using evidence from the text to support my writing.

W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WRITING

I can write over extended time frames and shorter time frames and in a variety of subjects for a variety of reasons and purposes.

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.

**SPEAKING &
LISTENING**

SPEAKING & LISTENING

I can participate and engage in collaborative discussions with a variety of partners and on a variety of 5th grade topics and texts.

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.

SPEAKING & LISTENING

I can be prepared for a discussion. I can read and study resources and topics and use that preparation during discussions.

SL.5.1.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.

SPEAKING & LISTENING

I can follow rules for discussions and complete my assigned roles.

SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

SPEAKING & LISTENING

I can ask questions and respond to questions in a way that contributes to the discussion and builds on the ideas of others.

SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SPEAKING & LISTENING

I can review the ideas discussed and make conclusions from those ideas and new knowledge gained.

SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SPEAKING & LISTENING

I can summarize a text read aloud or information from a presentation.

SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SPEAKING & LISTENING

I can summarize the main points of a speech.

I can identify the reasons and evidence a speaker provides to support his or her main points.

SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SPEAKING & LISTENING

I can report on a topic or present an opinion with strong details and appropriate facts.

I can speak clearly and slowly.

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.

SPEAKING & LISTENING

I can include multimedia components and visuals that add to the main ideas and details of my presentation.

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.

SPEAKING & LISTENING

I can adapt or modify my speech as needed to fit a variety of situations and tasks.

SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

LANGUAGE

CONJUNCTIONS, PREPOSITIONS, & INTERJECTIONS

I can identify, use, and understand conjunctions, prepositions, and interjections.

L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

VERB TENSES

I can form and use
perfect verb tenses.

L.5.1.B

Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*)
verb tenses.

VERB TENSES

I can use the correct verb tenses to show times, sequences, states, and conditions.

L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

VERB TENSES

I can recognize and fix incorrect shifts in verb tense.

L.5.1.D

Recognize and correct inappropriate shifts in verb tense.

CORRELATIVE CONJUNCTIONS

I can use correlative
conjunctions correctly.

L.5.1.E

Use correlative conjunctions (e.g.,
either/or, neither/nor).

COMMAS

I can use commas to separate items in a series.

L.5.2.A

Use punctuation to separate items in a series.

COMMAS

I can use commas after introductory words or phrases.

L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

COMMAS

I can use commas to set off words from the rest of the sentence, to set off tag questions, and to show direct address.

L.5.2.C

Use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.

TITLES

I can punctuate and capitalize titles of works correctly.

L.5.2.D

Use underlining, quotation marks, or italics to indicate titles of works.

SPELLING

I can spell grade level words correctly, using spelling resources and references as needed.

L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

SENTENCES

I can expand, combine, and reduce sentences for meaning, interest, and style.

L.5.3.A

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

VARIETIES OF ENGLISH

I can compare and contrast the style and varieties of English used in different stories, dramas, and poems.

L.5.3.B

Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

CONTEXT CLUES

I can use context clues to determine the correct meanings of words and phrases.

L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

GREEK AND LATIN AFFIXES AND ROOTS

I can use Greek and Latin affixes and roots to determine the meaning of unknown words.

L.5.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

REFERENCE MATERIALS

I can use reference materials to help with the meaning and pronunciation of words.

L.5.4.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.

FIGURATIVE LANGUAGE

I can explain the meaning of figurative language phrases, including similes and metaphors.

L.5.5.A

Interpret figurative language, including similes and metaphors, in context.

IDIOMS, ADAGES, & PROVERBS

I can identify and explain the meaning of common idioms, adages, and proverbs.

L.5.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

WORD RELATIONSHIPS

I can understand how words are related to other words and identify and understand synonyms, antonyms, and homographs.

L.5.5.C

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

ACADEMIC WORDS

I can collect and use
grade level academic
words.

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.

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