

Grade 5 ELA CCSS and “I Can” Statements

Reading Standards for Literature 5 Reading Standards for Literature 5:

I Can Read Fiction

RL.5.1. Quote accurately from a text when explaining what the text says

explicitly and when drawing inferences from the text.

RL.5.1. I can accurately quote from a text.

RL.5.1. I can draw inferences when reading.

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.

RL.5.2. I can find the theme in a story.

RL.5.2. I can tell how characters respond to problems.

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.

RL.5.3. I can compare and contrast characters, setting or events.

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.

I Can Understand Fiction

RL.5.4. I can understand figurative language.

RL.5.4. I can understand similes and metaphors.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

RL.5.5. I can understand the structures of stories, plays and poems.

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

RL.5.6. I know how a narrator’s or speaker’s point of view influences a story.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

I Can Use What I Know To Understand Fiction

RL.5.7. I can explain how visuals contribute to a story.

RL.5.9. Compare and contrast stories in the same genre on their approaches to similar themes and topics.

RL.5.9. I can compare and contrast stories from the same genre.

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.

RL.5.10. I can read at a 5th grade level.

RL.5.11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.

RL.5.11. I can make connections between different texts.

Reading Standards for Informational Text 5 Reading Standards for Informational Text 5: Reading Standards for Informational Text 5:

I Can Read Nonfiction

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1. I can quote accurately from a text.

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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.5.2. I can find the main idea.

RI.5.2. I can find how the main idea is supported by details.

RI.5.2. I can summarize what I have read.

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.

RI.5.3. I can tell how people, events, ideas or concepts are related.

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 Understand Nonfiction

RI.5.4. I can understand science and social studies words.

RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

RI.5.5. I can compare and contrast texts.

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.5.6. I can compare and contrast two texts that tell about the same event or topic.

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 Use What I Know To Understand Nonfiction

RI.5.7. I can use texts to locate an answer or to solve a problem.

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).

RI.5.8. I can explain how authors support an idea.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.9. I can put together ideas from different texts to talk about a topic.

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.

RI.5.10 I Can Read and Understand Fifth Grade Fiction.

RI.5.10 I Can Read and Understand Fifth Grade Nonfiction.

Reading Standards: Foundational Skills 5 Reading Standards: Foundational Skills 5: I Can Analyze Words and Use Phonics to Help Me Read Fifth Grade Words.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3. I Can Use Phonics to Help Me Read Fifth Grade Words.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

RF.5.4. I Can Read Fluently and Accurately.

Writing Standards 5 Writing Standards 5: I Can Write Different Types of Writing

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1. I can write to persuade.

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W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2. I can write to teach.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3. I can write to tell a story.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

I Can Make My Writing Better

W.5.4. I can write clearly.

W.5.4. I can write for different purposes, audiences, and topics.

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.

W.5.5. I can edit and revise my writing with peers and teachers.

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.

W.5.6. With the support of adults, I can use technology to produce and publish writing and to interact with and share ideas with others.

W.5.6. I can use appropriate keyboarding skills to type two pages of my writing in a single sitting.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

I Can Use Research to Help My Writing

W.5.7. I can conduct short research projects.

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.5.8. I can research and use what I have experienced to gather information.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9. I can use stories and nonfiction to research.

W.5.10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

W.5.10. I can write on a regular basis with stamina for different tasks, purposes, and audiences.

W.5.11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

W.5.11. I can write a poem and present it to my class.

Speaking and Listening Standards 5 Speaking and Listening Standards 5: I Can Understand and Talk

About What I Hear

SL.5.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1. I can engage effectively in discussions.

SL.5.1. I can come to discussions prepared to share my ideas.

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SL.5.1. I can follow rules for discussions and complete my role.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.2. I can pose and respond to questions in a discussion.

SL.5.2. I can summarize what I read, see, and hear.

SL.5.2. I can summarize the points a speaker makes.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.3. I can review key ideas and draw conclusions after a discussion.

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.

I Can Share What I Know

SL.5.4. I can give a report in a logical sequence.

SL.5.4. I can speak clearly and at a good pace.

SL.5.5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.5. I can use displays to help my presentations.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SL.5.6. I can use formal English when appropriate.

Anchor Standards for Language 5 Anchor Standards for Language 5: I Can Use Proper English

When I Write and Speak

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. I can explain the use of conjunctions, prepositions, and interjections.

L.5.1. I can form and use the perfect verb tenses.

L.5.1. I can use verb tenses to show meaning.

L.5.1. I can fix verb tenses that are used incorrectly.

L.5.1. I can use either/or and neither/nor correctly.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. I can use commas correctly.

L.5.2. I can use underlining, quotation marks, or italics to indicate titles of works.

L.5.2. I can spell fifth grade words correctly.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

I Can Use What I Know About Language in Different Situations

L.5.3. I can expand, combine and reduce sentences to make them more interesting.

L.5.3. I can compare and contrast English used in writing.

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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.

I Can Figure Out What Words Mean and Use Them in Different Situations

L.5.4. I can use context clues to help me understand new words.

L.5.4. I can use affixes and roots to help me learn new words.

L.5.4. I can use dictionaries, glossaries, thesauruses to help me understand and pronounce new words.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5. I can interpret figurative language.

L.5.5. I can explain the meaning of common idioms, adages, proverbs.

L.5.5. I can use the relationship of synonyms, antonyms, and homographs to help me understand each word.

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.

L.5.6. I can use fifth grade words correctly.

<http://www.brockport.k12.ny.us/files/22949/grade%205%20ela%20ccss%20and%20%E2%80%9Ci%20can%E2%80%9D%20statements%20crosswalk.pdf>