

Strand: Reading Literature			
Topics	Standard	“I can...” statements	Vocabulary
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.	<ul style="list-style-type: none"> 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
	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.	<ul style="list-style-type: none"> I can identify the theme (<i>moral, lesson, meaning, message, view or comment on life</i>) 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., <i>how characters interact</i>).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> I can explain the structure of a story, drama, or poem I can give details about how specific parts (<i>sentences, paragraphs, chapters, scenes, stanzas</i>) relate to each other and the whole 	Stanza Plot Structure 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.	<ul style="list-style-type: none"> 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

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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., <i>graphic novel, multimedia presentation of fiction, folktale, myth, and poem</i>).	<ul style="list-style-type: none"> 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
	RL.4.8 (Not applicable to literature)		
	RL.5.9 Compare and contrast stories in the same genre (e.g., <i>mysteries and adventure stories</i>) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> I can identify characteristics of fictional genres I can compare (<i>and contrast</i>) stories that deal with similar topics and problems (e.g., <i>meaning of friendship, freedom, responsibility</i>) 	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.	<ul style="list-style-type: none"> 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			
Topics	Standard	"I can..." statements	Vocabulary
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.	<ul style="list-style-type: none"> I can accurately find the words or phrases from text that supports my answer I can makes 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> I can use context clues to help unlock the meaning of unknown words/phrases I can use non-linguistic clues (<i>maps, charts, etc.</i>) 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., <i>chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> I can locate appropriate print and electronic reference sources (e.g., <i>encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website</i>) for a specific purpose 	Digital sources

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	<p>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).</p>	<ul style="list-style-type: none"> • I can distinguish fact from opinion • I can support with evidence from the text • I can determine author’s main purpose 	<p>Fact Opinion Main purpose Evidence</p>
	<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> • 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 	<p>Paraphrase Categorize Interpret notes</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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 	<p>Reading strategy Comprehension</p>

Strand: Reading Foundational Skills			
Topics	Standard	“I can...” statements	Vocabulary
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. <i>roots and affixes</i>) to read accurately unfamiliar multisyllabic words in context and out of context.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

Strand: Writing			
Topics	Standard	“I can...” statements	Vocabulary
Text Types and Purposes	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<ul style="list-style-type: none"> • 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 	<p>Opinion</p> <p>Argument</p> <p>Concluding statement</p>
	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., <i>headings</i>), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • 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 	<p>Formatting structure</p> <p>Observation</p> <p>Focus</p> <p>Multimedia</p> <p>Precise</p> <p>Domain-specific</p>

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	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> • I can define narrative and describe the basic parts of plot • I can orient (<i>set the scene for</i>) 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 (<i>dialogue, description, pacing</i>) 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 	<p>Narrator Narrative Transition Sequence Concrete word Sensory detail Conclusion</p>
<p>Production and Distribution of Writing</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><i>Grade-specific expectations for writing types are defined in standards 1–3 above.</i></p>	<ul style="list-style-type: none"> • I can identify the writing style that best fits my task, purpose, and audience • I can use organizational/formatting structures (<i>graphic organizers</i>) to develop my writing ideas • I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style 	<p>Writing style Task Purpose Audience Functional writing Coherent</p>
	<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.</p> <p><i>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.</i></p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> • 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 	<p>Revision Strategy Edit</p>

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	<p>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.</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> • I can use technology to produce and publish my writing • I can use technology (e.g. <i>email, blogs, Skype, etc.</i>) 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 	<p>Publish Credible website Virtual conversation</p>
<p>Research to Build and Present Knowledge</p>	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> • I can define research and explain how research is different from other types of writing • I can focus my research around a question/topic that is provided to determine my own research worthy question • I can choose several sources to gather information to answer research question • I can analyze the information found in my sources and determine if it provides enough support to answer my question 	<p>Research Central question Sources Paraphrase</p>
	<p>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.</p>	<ul style="list-style-type: none"> • I can recall and gather important information from print and digital sources • I can take notes and organize information and list the sources that I have used • I can sort the information from my notes into provided categories • I can prepare a list of sources used during my research 	<p>Print source Digital source Notes Paraphrase Cite Source</p>
	<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., <i>"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]."</i>).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., <i>"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>).</p>	<ul style="list-style-type: none"> • I can define textual evidence (<i>"word for word" support</i>) • I can determine textual evidence that supports my analysis, reflection, and/or research • I can analyze facts through compare/contrast, cause/effect, categorize, or sequence • I can defend my reaction that is defined by the facts • I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research 	<p>Textual evidence Analysis Reflection Research Defend</p>

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Range of Writing	W.5.10 Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none">• 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
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Strand: Speaking and Listening			
Topics	Standard	"I can..." statements	Vocabulary
Comprehension and Collaboration	SL.5.1 Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) 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.	<ul style="list-style-type: none"> 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 	Discussion Connection
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> 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 	Format Main idea Supporting details
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<ul style="list-style-type: none"> 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 	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.	<ul style="list-style-type: none"> 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 	Logical sequence Relevant Main idea Theme Pace
	SL.5.5 Include multimedia components (<i>e.g., graphics, sound</i>) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> 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 	Theme Enhance Audio recording Visual display Multimedia component

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	<p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><i>See grade 5 Language standards 1 and 3 for specific expectations.</i></p>	<ul style="list-style-type: none">• 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	<p>Formal Informal</p>
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Strand: Language			
Topics	Standard	“I can...” statements	Vocabulary
Conventions of Standard English	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<ul style="list-style-type: none"> I can define conjunction (<i>words that connect words, phrases, clauses, or sentences</i>) and explain its function in a sentence I can define preposition (<i>a word that shows a relationship of a noun or pronoun to another word in a sentence</i>) and explain its function in a sentence I can define interjection (<i>an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence</i>) 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 choose the correct verb tense to show time, sequence, state, and condition I can identify when the incorrect verb tense has been used and make appropriate corrections I can identify common correlative conjunctions and use them correctly when writing 	<p>Conjunction</p> <p>Prepositions</p> <p>Interjections</p> <p>Past perfect</p> <p>Present perfect</p> <p>Future perfect</p> <p>Verb tense</p> <p>Correlative conjunctions</p>
	<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <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>	<ul style="list-style-type: none"> 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 	<p>Items in a series</p> <p>Introductory element</p> <p>Tag questions</p> <p>Direct address</p>

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	<p>L.5.3 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>	<ul style="list-style-type: none"> I can identify simple sentence structures (<i>one independent clause</i>), compound sentence structures (<i>two or more independent clauses</i>), and complex sentence structures (<i>one independent clause and one subordinate clause</i>) sentence structures I can determine when to use varied sentence structures to create meaning, interest, and style in my writing I can compare how authors use variations of English in stories, dramas, or poems I can contrast how authors use variations of English in stories, dramas, or poems 	<p>Simple sentence structure Compound sentence structure Complex sentence structure Style Compare Contrast Register Dialect</p>
<p>Vocabulary Acquisition and Use</p>	<p>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.</p> <p>a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) 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., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> I can infer the meaning of unknown words using context clues I can recognize and define common Greek and Latin affixes and roots I can break down unknown words into units of meaning to infer the definition I can verify my inferred meaning of an unknown word by consulting reference materials 	<p>Infer Context clues Affix Root/base word</p>
	<p>L.5.5 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., <i>synonyms, antonyms, homographs</i>) to better understand each of the words.</p>	<ul style="list-style-type: none"> I can define an identify various forms of figurative language (e.g., <i>simile, metaphor, hyperbole, personification, alliteration, onomatopoeia</i>) I can distinguish between literal language (it means exactly what it says) and figurative language (<i>sometimes what you say is not exactly what you mean</i>) I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning I can recognize word relationships and use the relationships to further understand each of the words 	<p>Simile Metaphor Literal language Figurative language Idiom Adage Proverb Figurative language Literal language Idiom Adage Proverb Word relationships</p>

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	<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none">• 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	<p>General academic words Domain-specific words</p>
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