

[Submit comments on the draft NYS Grade 5 ELA Learning Standards](#)

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
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READING STANDARDS: FOUNDATIONAL SKILLS	Phonics and Word Recognition	5.RF.1	<i>(There is not a grade 5 standard for this concept. Please see preceding grades for more information.)</i>	No change	
		5.RF.2	<i>(There is not a grade 5 standard for this concept. Please see preceding grades for more information.)</i>	No change	
		5.RF.3a	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.	No change	
	Fluency	5.RF.4a	Read grade-level text with purpose and understanding.	Read a variety of text levels with purpose and understanding.	Changed “grade-level text” to “a variety of text levels” so that the teachers have the opportunity to choose texts that meet each students' needs effectively in order for each child gain success.
		5.RF.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read a variety of prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Changed “grade-level prose” to “a variety of prose and poetry” so that the teachers have the opportunity to choose texts that meet each students' needs effectively in order for each child gain success.
		5.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	No change	

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READING STANDARDS	Key Ideas and Details	5.R.1		Locate and refer to details and examples, and choose a relevant quote accurately when supporting an inference.	New recommended Standard that combines Reading for Information and Reading for Literature.
		5.R.2		Summarize a variety of grade appropriate texts. Determine the theme of a variety of literary texts, including how characters respond to challenges or reflect upon a topic. Determine two or more central/main ideas of informational texts and explain how they are supported by key details.	New recommended Standard that combines Reading for Information and Reading for Literature.
		5.R.3		In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Craft and Structure	5.R.4		Determine the meaning of words, phrases, figurative language, academic, and domain- specific words and analyze their effect on meaning or tone/mood.	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS	Craft and Structure	5.R.5		In literary texts, explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. In an informational text, compare and contrast the overall structure. (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts	New recommended Standard that combines Reading for Information and Reading for Literature.
		5.R.6		Describe how a narrator’s or speaker’s point of view influences how events are described. In an informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	New recommended Standard that combines Reading for Information and Reading for Literature.
		5.6.a		Recognize and describe how an author’s background and culture affect his or her perspective.	New recommended Standard that combines Reading for Information and Reading for Literature.

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READING STANDARDS	Integration of Knowledge and Ideas	5.R.7		<p>In literary texts, analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>In informational texts, 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.</p>	New recommended Standard that combines Reading for Information and Reading for Literature.
		5.R.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).	New recommended Standard that combines Reading for Information and Reading for Literature.
		5.R.9		<p>In literary texts, compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>In informational texts, integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	New recommended Standard that combines Reading for Information and Reading for Literature.

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READING STANDARDS	Range of Reading and Level of Text Complexity	5.R.10		Text complexity standard to be moved to supporting guidance.	
	Responding to Literature	5.R.11		In a literary text, recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.	New recommended Standard that combines Reading for Information and Reading for Literature.
		5.R.11.a		Self-select text based upon personal preferences with opportunities to read independently for pleasure.	New recommended Standard that combines Reading for Information and Reading for Literature.
		5.R.11.b		Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Production, Range, and Distribution of Writing	5.W.1		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	New recommended Standard for Writing.
		5.W.1a		Not applicable to this grade	New recommended Standard for Writing.
		5.W.1b		Use precise language and domain-specific vocabulary to inform about or explain the topic.	New recommended Standard for Writing.
		5.W.1c		Link opinion and reasons using transitional words, phrases, and clauses.	New recommended Standard for Writing.
		5.W.1.d		Not applicable to this grade	
		5.W.1.e		Provide a concluding statement or paragraph related to the opinion presented.	New recommended Standard for Writing.
		5.W.2		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	New recommended Standard for Writing.
		5.W.3		Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	New recommended Standard for Writing.
		5.W.4		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.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Research to Build Knowledge	5.W.5		Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of different aspects of a topic using several sources.	New recommended Standard for Writing.
		5.W.6		Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase to avoid plagiarism of information in notes and finished work, and provide a list of sources.	New recommended Standard for Writing.
		5.W.7		Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Text Types and Purposes	5.W.8		Write an argument based on an opinion on topics or texts, supporting a point of view with reasons and information.	New recommended Standard for Writing.
		5.W.8a		Introduce a topic or text with a clear topic sentence, state an opinion, and create an organizational structure in which ideas are logically within paragraph to support the writer's purpose.	New recommended Standard for Writing.
		5.W.8b		Provide logically ordered reasons that are supported by facts and details from various sources.	New recommended Standard for Writing.
		5.W.9		Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	New recommended Standard for Writing.
		5.W.9a		Introduce the topic with a clear topic sentence, provide a general focus, and group related information logically. Use text features, illustrations, and multimedia to aid comprehension.	New recommended Standard for Writing.
		5.W.9.b		Develop the topic with facts, definitions, concrete details, quotations, or other information and examples relevant to the topic.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Text Types and Purposes	5.W.10		Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	New recommended Standard for Writing.
		5.W.10.a		Orient the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	New recommended Standard for Writing.
		5.W.10.b		Use narrative techniques to develop experiences and events or show the responses of characters to situations.	New recommended Standard for Writing.
		5.W.10.c		Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	New recommended Standard for Writing.
		5.W.10.d		Use concrete words and phrases and sensory details to convey experiences and events precisely.	New recommended Standard for Writing.
		5.W.10.e		Provide a conclusion that follows from the narrated experiences or events.	New recommended Standard for Writing.
		5.W.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.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	Comprehension and Collaboration	5.SL.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.	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.	Changed to take out examples and reference to grade-level topics and texts. Committee recommends a separate section with examples/guidance.
		5.SL.1a	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.	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	Changed for language clarity (took out explicitly).
		5.SL.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	Follow agreed-upon norms for discussions and carry out assigned roles.	Changed for clarity (changed rules to norms).
		5.SL.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	No change	
		5.SL.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Review the relevant ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Changed to relevant for clarity and to help with curriculum and instruction.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	Comprehension and Collaboration	5.SL.1e	Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.	Seek to understand and communicate with individuals from diverse backgrounds.	Changed for clarity and consistency.
		5.SL.1f	Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	Moved to 5.SL.2a	Moved to another grade-level standard for consistency
		5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize information presented in diverse formats, including visually, quantitatively, and orally.	Changed clarify language and consistency with other standards and grades.
		5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	No change	
	Presentation of Knowledge and Ideas	5.SL.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.	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 and volume appropriate for audience.	Changed for consistency with other grades and better vertical alignment.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	Presentation of Knowledge and Ideas	5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Changed to take out examples. Committee recommends a separate section with examples/guidance.
		5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 38 for specific expectations.)	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Changed to take out examples. Committee recommends a separate section with examples/guidance.
LANGUAGE	Conventions of Standard English	5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		5.L.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Explain the function of conjunctions, prepositions, and interjections in general and in particular sentences.	Changed to clarify language (deleted “the function”).
		5.L.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Form and use the perfect verb tenses.	Changed to omit example. Committee recommends a separate section with examples/guidance.
		5.L.1c	Use verb tense to convey various times, sequences, states, and conditions.	No change	

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LANGUAGE	Conventions of Standard English	5.L.1d	Recognize and correct inappropriate shifts in verb tense.*	No change	*Begins in Grade 5 and continues as progressive skill
		5.L.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	Use correlative conjunctions.	Changed to omit example. Committee recommends a separate section with examples/guidance.
		5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change	
		5.L.2a	Use punctuation to separate items in a series.*	No change	*Begins in Grade 5 and continues as progressive skill
		5.L.2b	Use a comma to separate an introductory element from the rest of the sentence.	No change	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	Conventions of Standard English	5.L.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	No change	
		5.L.2d	Use underlining, quotation marks, or italics to indicate titles of works.	No change	
		5.L.2e	Spell grade-appropriate words correctly, consulting references as needed.	Deleted	Will add to Language Progression Skills chart.
	Knowledge of Language	5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	No change	
		5.L.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	No change	
		5.L.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	No change	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	Vocabulary Acquisition and Use	5.L.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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	Changed to delete grade-specific references.
		5.L.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	No change	
		5.L.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	No change	
		5.L.4c	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.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Changed to clarify language (deleted reference to print and digital).
		5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	No change	
		5.L.5a	Interpret figurative language, including similes and metaphors, in context.	No change	

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LANGUAGE	Vocabulary Acquisition and Use	5.L.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	No change	
		5.L.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).	Acquire and accurately use general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Changed to clarify language; omitted reference to “grade-appropriate” and removed examples. Committee recommends a separate section with examples/guidance.