

**FIFTH GRADE*****Reading Standards for the Archdiocese of Detroit*****LITERATURE***Key Ideas and Details*

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| <b>R.L.5.1</b> | <ul style="list-style-type: none"><li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li></ul>   |
| <b>R.L.5.2</b> | <ul style="list-style-type: none"><li>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.</li></ul> |
| <b>R.L.5.3</b> | <ul style="list-style-type: none"><li>Analyze elements and style of narrative literature including: historical fiction, tall tales, science fiction, fantasy, and mystery.</li></ul>  |
| <b>R.L.5.4</b> | <ul style="list-style-type: none"><li>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).</li></ul>  |
| <b>R.L.5.5</b> | <ul style="list-style-type: none"><li>Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are solved, and the climax of the plot.</li></ul>   |

*Craft and Structure*

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| <b>R.L.5.6</b>  | <ul style="list-style-type: none"><li>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li></ul>   |
| <b>R.L.5.7</b>  | <ul style="list-style-type: none"><li>Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</li></ul>   |
| <b>R.L.5.8</b>  | <ul style="list-style-type: none"><li>Describe how a narrator or speaker's point of view influences how events are described.</li></ul>   |
| <b>R.L.5.9</b>  | <ul style="list-style-type: none"><li>Explain how authors use literary devices (exaggeration, metaphor) to develop characters, themes, plots, and functions of heroes, villains, and narrators across a variety of texts.</li></ul> |
| <b>R.L.5.10</b> | <ul style="list-style-type: none"><li>Recognize purpose and point of view in literary pieces.</li></ul>   |

*Integration of Knowledge and Ideas*

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| <b>R.L.5.11</b> | <ul style="list-style-type: none"><li>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.)</li></ul>        |
| <b>R.L.5.12</b> | <ul style="list-style-type: none"><li>Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li></ul>  |
| <b>R.L.5.13</b> | <ul style="list-style-type: none"><li>Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary works recognized for quality and literary merit.</li></ul>                        |
| <b>R.L.5.14</b> | <ul style="list-style-type: none"><li>Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.</li></ul>  |
| <b>R.L.5.15</b> | <ul style="list-style-type: none"><li>Retell and summarize grade level appropriate narrative and informational text.</li></ul>  |
| <b>R.L.5.16</b> | <ul style="list-style-type: none"><li>Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding (draw conclusions, make inferences, synthesize)</li></ul> |

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| <i>Range of Reading and Level of Text Complexity</i> |  |
| <b>R.L.5.17</b>                                      | <ul style="list-style-type: none"> <li>Read and comprehend literature, including stories, dramas, and poetry, at the fifth grade text complexity level independently and proficiently.</li> </ul>  |
| <b>INFORMATION TEXT</b>                              |  |
| <i>Key Ideas and Details</i>                         |  |
| <b>R.I.5.1</b>                                       | <ul style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>  |
| <b>R.I.5.2</b>                                       | <ul style="list-style-type: none"> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul>  |
| <b>R.I.5.3</b>                                       | <ul style="list-style-type: none"> <li>Identify main idea and constructed meaning (explicit/understood).</li> </ul>  |
| <b>R.I.5.4</b>                                       | <ul style="list-style-type: none"> <li>Recognize purpose and point of view in informational text.</li> </ul>   |
| <b>R.I.5.5</b>                                       | <ul style="list-style-type: none"> <li>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.</li> </ul>      |
| <i>Craft and Structure</i>                           |  |
| <b>R.I.5.6</b>                                       | <ul style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> </ul>  |
| <b>R.I.5.7</b>                                       | <ul style="list-style-type: none"> <li>Compare and contrast the overall structure (e.g., chronology, comparison/contrast, cause/effect, problem/solution, position/support) of events ideas, concepts, or information in two or more texts.</li> </ul> |
| <b>R.I.5.8</b>                                       | <ul style="list-style-type: none"> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.</li> </ul>  |
| <b>R.I.5.9</b>                                       | <ul style="list-style-type: none"> <li>Analyze elements and styles of informational genres (advertising, experiments, editorials, atlases).</li> </ul>   |
| <i>Integration of Knowledge and Ideas</i>            |  |
| <b>R.I.5.10</b>                                      | <ul style="list-style-type: none"> <li>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.</li> </ul>                                   |
| <b>R.I.5.11</b>                                      | <ul style="list-style-type: none"> <li>Identify and describe informational text patterns using theory and evidence.</li> </ul>   |
| <b>R.I.5.12</b>                                      | <ul style="list-style-type: none"> <li>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.</li> </ul>  |
| <b>R.I.5.13</b>                                      | <ul style="list-style-type: none"> <li>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>   |
| <b>R.I.5.14</b>                                      | <ul style="list-style-type: none"> <li>Explain how authors use timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas.</li> </ul>            |
| <b>R.I.5.15</b>                                      | <ul style="list-style-type: none"> <li>Apply significant knowledge of what is read in grade level science and social studies texts.</li> </ul>   |
| <i>Range of Reading and Level of Text Complexity</i> |  |
| <b>R.I.5.16</b>                                      | <ul style="list-style-type: none"> <li>Read and comprehend information texts, including history/social studies, science, and technical texts, at the fifth grade complexity level independently and proficiently.</li> </ul>                           |
| <b>FOUNDATIONAL SKILLS</b>                           |  |
| <i>Phonics and Word Recognition</i>                  |  |
| <b>R.F.5.1</b>                                       | <ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>   |

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| <b>R.F.5.1a</b>                | <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words and multiple meaning words both in context and out of context.</li> </ul>  |
| <i>Fluency</i>                 |  |
| <b>R.F.5.2</b>                 | <ul style="list-style-type: none"> <li>Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.</li> </ul>  |
| <b>R.F.5.3</b>                 | <ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.</li> </ul>  |
| <b>R.F.5.3a</b>                | <ul style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> </ul>  |
| <b>R.F.5.3b</b>                | <ul style="list-style-type: none"> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> </ul>  |
| <b>R.F.5.3c</b>                | <ul style="list-style-type: none"> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary, using strategies and resources (analogies, context glossaries, electronic resources).</li> </ul>   |
| <b>R.F.5.4</b>                 | <ul style="list-style-type: none"> <li>Independently self-monitor comprehension when reading or listening to texts by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.</li> </ul> |
| <b>WRITING</b>                 |  |
| <i>Text Types and Purposes</i> |  |
| <b>W.5.1</b>                   | <ul style="list-style-type: none"> <li>Write opinion, persuasive, and position pieces on topics or texts, supporting a point of view with reasons and information.</li> </ul>  |
| <b>W.5.1a</b>                  | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>W.5.1b</b>                  | <ul style="list-style-type: none"> <li>Provide logically ordered reasons that are supported by facts and details.</li> </ul>   |
| <b>W.5.1c</b>                  | <ul style="list-style-type: none"> <li>Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> </ul>  |
| <b>W.5.1d</b>                  | <ul style="list-style-type: none"> <li>Provide a concluding statement or section related to the opinion presented.</li> </ul>  |
| <b>W.5.2</b>                   | <ul style="list-style-type: none"> <li>Write informative/explanatory/expository/compare and contrast pieces (news article, interview, scientific observation) to examine a topic and convey ideas and information clearly.</li> </ul>  |
| <b>W.5.2a</b>                  | <ul style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, group related information logically; include formatting (e.g., headings illustrations, and multimedia when useful in aiding comprehension.)</li> </ul>  |
| <b>W.5.2b</b>                  | <ul style="list-style-type: none"> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ul>   |
| <b>W.5.2c</b>                  | <ul style="list-style-type: none"> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> </ul>   |
| <b>W.5.2d</b>                  | <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>  |
| <b>W.5.2e</b>                  | <ul style="list-style-type: none"> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ul>   |
| <b>W.5.3</b>                   | <ul style="list-style-type: none"> <li>Write narrative pieces (diary entry, dialogue, plays, descriptive pieces, about an</li> </ul>   |

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|  | experience, about a hero) to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| <b>W.5.3a</b>  | <ul style="list-style-type: none"> <li>• Build foundation for the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ul>   |
| <b>W.5.3b</b>  | <ul style="list-style-type: none"> <li>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> </ul>  |
| <b>W.5.3c</b>  | <ul style="list-style-type: none"> <li>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> </ul>  |
| <b>W.5.3d</b>  | <ul style="list-style-type: none"> <li>• Establish relationships among setting, characters, theme, and plot.</li> </ul>  |
| <b>W.5.3e</b>  | <ul style="list-style-type: none"> <li>• Use time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator, depicting conflicts and resolutions.</li> </ul>   |
| <b>W.5.3f</b>  | <ul style="list-style-type: none"> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> </ul>   |
| <b>W.5.3g</b>  | <ul style="list-style-type: none"> <li>• Provide a conclusion that flows from the narrator's experiences or events.</li> </ul>   |
| <b>W.5.4</b>   | <ul style="list-style-type: none"> <li>• Write poetry (descriptive poem, historical poem) based on reading a wide variety of grade level appropriate published poetry.</li> </ul>  |
| <b>W.5.5</b>   | <ul style="list-style-type: none"> <li>• Write plays using personification, setting, and actions and thoughts that reveal important character traits.</li> </ul>   |
| <b>W.5.6</b>   | <ul style="list-style-type: none"> <li>• Write prayers using personal reflection based on scripture readings.</li> </ul>   |
| <b><i>Production and Distribution of Writing</i></b> |  |
| <b>W.5.7</b>   | <ul style="list-style-type: none"> <li>• Produce clean and coherent writing, using linguistic structures and textual features in which the development and organization are appropriate to task, purpose, and audience in both narrative and informational text.</li> </ul>  |
| <b>W.5.8</b>   | <ul style="list-style-type: none"> <li>• Exhibit individual style and voice to enhance the written message (in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).</li> </ul>   |
| <b>W.5.9</b>   | <ul style="list-style-type: none"> <li>• Use a variety of drafting strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (roles and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).</li> </ul> |
| <b>W.5.10</b>  | <ul style="list-style-type: none"> <li>• With guidance and support from peers and adults as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; edit and proofread using grade level checklists.</li> </ul>   |
| <b>W.5.11</b>  | <ul style="list-style-type: none"> <li>• Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization, flow of ideas and craft such as titles, leads, endings, and powerful verbs.</li> </ul>   |
| <b>W.5.12</b>  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                  |
| <b>W.5.13</b>  | <ul style="list-style-type: none"> <li>• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> </ul>   |

| <b>Research to Build and Present Knowledge</b> |   |
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| <b>W.5.14</b>                                  | <ul style="list-style-type: none"> <li>Use the writing process to produce and present a research project including a teacher-approved topic, narrowed focus question, and hypothesis.</li> </ul>  |
| <b>W.5.15</b>                                  | <ul style="list-style-type: none"> <li>Recall relevant information from experiences or gather relevant information from print and digital sources;</li> </ul>   |
| <b>W.5.15a</b>                                 | <ul style="list-style-type: none"> <li>Organize the relevant information according to central ideas and supporting details.</li> </ul>  |
| <b>W.5.15b</b>                                 | <ul style="list-style-type: none"> <li>Summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul>  |
| <b>W.5.16</b>                                  | <ul style="list-style-type: none"> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>   |
| <b>W.5.17</b>                                  | <ul style="list-style-type: none"> <li>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.</li> </ul>     |
| <b>Handwriting</b>                             |   |
| <b>W.5.18</b>                                  | <ul style="list-style-type: none"> <li>Use cursive writing to write legibly across all content areas.</li> </ul>  |
| <b>SPEAKING AND LISTENING</b>                  |   |
| <b>Comprehension and Collaboration</b>         |   |
| <b>S.L.5.1</b>                                 | <ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</li> </ul> |
| <b>S.L.5.1a</b>                                | <ul style="list-style-type: none"> <li>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.</li> </ul>                                |
| <b>S.L.5.1b</b>                                | <ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> </ul>  |
| <b>S.L.5.1c</b>                                | <ul style="list-style-type: none"> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> </ul>   |
| <b>S.L.5.1d</b>                                | <ul style="list-style-type: none"> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>  |
| <b>S.L.5.2</b>                                 | <ul style="list-style-type: none"> <li>Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.</li> </ul>                               |
| <b>S.L.5.3</b>                                 | <ul style="list-style-type: none"> <li>Recognize and analyze the various roles of the communication process (to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.</li> </ul>                                   |
| <b>S.L.5.4</b>                                 | <ul style="list-style-type: none"> <li>Respond to multiple text types by analyzing oral and written themes, universal truths, content, interpreting the message, and devaluating the purpose.</li> </ul>  |
| <b>S.L.5.5</b>                                 | <ul style="list-style-type: none"> <li>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>  |
| <b>S.L.5.6</b>                                 | <ul style="list-style-type: none"> <li>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>   |
| <b>S.L.5.7</b>                                 | <ul style="list-style-type: none"> <li>Be aware of their role in discerning appropriate listening, viewing, and speaking habits that are in line with Catholic teaching.</li> </ul>   |
| <b>Presentation of Knowledge and Ideas</b>     |   |

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| <b>S.L.5.8</b>                         | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>S.L.5.9</b>                         | <ul style="list-style-type: none"> <li>Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> </ul>   |
| <b>S.L.5.10</b>                        | <ul style="list-style-type: none"> <li>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ul>   |
| <b>S.L.5.11</b>                        | <ul style="list-style-type: none"> <li>Plan and deliver persuasive presentations or reports using information with an organizational pattern for a specific purpose that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.</li> </ul> |
| <i>Oral Prayer</i>                     |   |
| <b>S.L.5.12</b>                        | <ul style="list-style-type: none"> <li>Engage in daily spoken prayers while maintaining appropriate posture, gestures, and eye contact.</li> </ul>  |
| <b>LANGUAGE</b>                        |   |
| <i>Conventions of Standard English</i> |   |
| <b>L.5.1</b>                           | <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>  |
| <b>L.5.1a</b>                          | <ul style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> </ul>  |
| <b>L.5.1b</b>                          | <ul style="list-style-type: none"> <li>Identify and use compound subjects and predicates.</li> </ul>  |
| <b>L.5.1c</b>                          | <ul style="list-style-type: none"> <li>Recognize and use appropriate proper nouns and pronouns, articles and conjunctions.</li> </ul>   |
| <b>L.5.1d</b>                          | <ul style="list-style-type: none"> <li>Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked, I will have walked</i>).</li> </ul>  |
| <b>L.5.1e</b>                          | <ul style="list-style-type: none"> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> </ul>  |
| <b>L.5.1f</b>                          | <ul style="list-style-type: none"> <li>Recognize and correct inappropriate verb tense.</li> </ul>   |
| <b>L.5.1g</b>                          | <ul style="list-style-type: none"> <li>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul>   |
| <b>L.5.2</b>                           | <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>  |
| <b>L.5.2a</b>                          | <ul style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> </ul>  |
| <b>L.5.2b</b>                          | <ul style="list-style-type: none"> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> </ul>  |
| <b>L.5.2c</b>                          | <ul style="list-style-type: none"> <li>Use a comma to set off 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>)</li> </ul>   |
| <b>L.5.2d</b>                          | <ul style="list-style-type: none"> <li>Use commas between two independent clauses.</li> </ul>   |
| <b>L.5.2e</b>                          | <ul style="list-style-type: none"> <li>Use possessive apostrophes and correct end marks.</li> </ul>   |
| <b>L.5.2f</b>                          | <ul style="list-style-type: none"> <li>Use colons to separate hours and minutes and to introduce a list.</li> </ul>   |
| <b>L.5.3g</b>                          | <ul style="list-style-type: none"> <li>Use hyphens in compound and number words.</li> </ul>   |
| <b>L.5.2h</b>                          | <ul style="list-style-type: none"> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> </ul>   |
| <b>L.5.2i</b>                          | <ul style="list-style-type: none"> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>   |
| <i>Knowledge of Language</i>           |   |

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| <b>L.5.3</b>                           | <ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>  |
| <b>L.5.3a</b>                          | <ul style="list-style-type: none"> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>   |
| <b>L.5.3b</b>                          | <ul style="list-style-type: none"> <li>• Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</li> </ul>   |
| <i>Vocabulary Acquisitions and Use</i> |   |
| <b>L.5.4</b>                           | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <b>L.5.4a</b>                          | <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> </ul>   |
| <b>L.5.4b</b>                          | <ul style="list-style-type: none"> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> </ul>  |
| <b>L.5.4c</b>                          | <ul style="list-style-type: none"> <li>• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>   |
| <b>L.5.5</b>                           | <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>   |
| <b>L.5.5a</b>                          | <ul style="list-style-type: none"> <li>• Interpret figurative language, including similes and metaphors, in context.</li> </ul>   |
| <b>L.5.5b</b>                          | <ul style="list-style-type: none"> <li>• Recognize and explain the meanings of common idioms, adages, and proverbs.</li> </ul>  |
| <b>L.5.5c</b>                          | <ul style="list-style-type: none"> <li>• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>  |
| <b>L.5.6</b>                           | <ul style="list-style-type: none"> <li>• 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).</li> </ul> |