

WLS Common Core ELA “I can...” Statements – Grade 5

Strand: Reading Literature	“I can...” Statement
5.RL.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 quote words used in the text to explain what is happening in the story.• I can use words in the text to support my inferences.
5.RL.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 figure out the theme of a story, drama, or poem using how characters respond to a problem or how the storyteller feels about the topic.• I can summarize the story, drama, or poem using important details.
5.RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none">• I can use details from the story to tell how characters, settings, or events are alike or different (compare-alike; contrast-different).
5.RL.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 explain the meaning of words and phrases as they are used in text, including metaphors and similes.
5.RL.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 how the order of chapters, scenes, or stanzas fit together to give the overall flow of the story.
5.RL.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 explain how the speaker’s point of view affects how the events are described.

<p>5.RL.7. 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>	<ul style="list-style-type: none"> • I can explain how visual and multimedia elements help me understand the meaning, tone, and beauty of a text.
<p>5.RL.8. (Not applicable to literature)</p>	
<p>5.RL.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<ul style="list-style-type: none"> • I can tell how stories in the same genre are the same or different by the way they explain the same themes and topics.
<p>5.RL.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.</p>	<ul style="list-style-type: none"> • I can read different kinds of literature at the fifth grade level independently and with understanding.
<p>Strand: Reading Informational Text</p>	<p>“I can...” Statement</p>
<p>5.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> • I can quote from a text when explaining what the text says. • I can quote from a text when drawing inferences.
<p>5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> • I can determine what the main ideas of the text are. • I can choose key details to support each main idea. • I can use the main ideas and supporting details to summarize the text.
<p>5.RI.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.</p>	<ul style="list-style-type: none"> • I can explain how two or more items or individuals are affected by or related to others.
<p>5.RI.4. 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>.</p>	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases.

<p>5.RI.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<ul style="list-style-type: none"> • I can compare and contrast the different elements of structure within two or more texts.
<p>5.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> • I can examine similarities and differences of the same event or topic from different points of view.
<p>5.RI.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.</p>	<ul style="list-style-type: none"> • I can use information from more than one source to find and answer or solve a problem quickly and correctly.
<p>5.RI.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).</p>	<ul style="list-style-type: none"> • I can explain how the author uses reasons to support specific points in the text. • I can explain which reasons support which points.
<p>5.RI.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 write or speak about a topic by combining information from two or more texts on the same topic.
<p>5.RI.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 nonfictional text at the fifth grade level.
<p>Strand: Reading Foundations</p>	<p>“I can...” Statement</p>
<p>5.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> • I can use knowledge of letters and sounds to pronounce new words. • I can use roots and affixes to pronounce new words.

<p>5.RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 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 understand 5th grade level text. • I can read accurately and with expression at a 5th grade level. • I can read at an appropriate rate depending on the type of text. • I can check for understanding and back up and reread when needed, correcting my mistakes.
<p>Strand: Writing</p>	<p>“I can...” Statement</p>
<p>5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> • I can write an opinion piece supported with reasons by... • I can introduce a topic. • I can state an opinion. • I can provide reasons that are supported by facts and details. • I can group related ideas together. • I can connect opinions and reasons using words, phrases, and clauses (consequently, specifically). • I can create paragraphs or graphic organizers. • I can write a concluding statement that restates my opinion.
<p>5.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 	<ul style="list-style-type: none"> • I can write an informative/explanatory text about a topic by.... • I can introduce a topic clearly. • I can group related ideas together. • I can connect ideas using words, phrases, and clauses (in contrast and especially).

<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 include headings, illustrations and different media (videotape, newspaper articles, graphs, animations, interactive websites) to help the reader understand my topic more clearly. • I can develop the topic by adding facts, definitions, specific details, quotes or other examples about the topic. • I can use exact words and vocabulary about my topic. • I can write a concluding statement or paragraph.
<p>5.W.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 write a narrative by... • I can introduce a story with an event that includes characters and setting. • I can use dialogues and descriptions to show how characters react and respond. • I can use transitional words and clauses to organize a sequence of events. • I can use specific words and phrases and sensory details to explain events clearly. • I can write a conclusion.
<p>5.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>	<ul style="list-style-type: none"> • I can create many types of writing to fit the purpose and audience.

<p>5.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<ul style="list-style-type: none"> • I can use the writing process (planning, revising, editing, rewriting). • I can use a graphic organizer or other strategy to plan my writing. • I can use a variety of strategies to revise my writing to make it better fit the purpose. • I can edit my writing for mechanics and grammar. • I can rewrite my work, applying the appropriate changes.
<p>5.W.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>	<ul style="list-style-type: none"> • I can use technology to publish writing. • I can use technology to work with others. • I can type 2 pages at one sitting.
<p>5.W.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 research a topic. • I can use several resources in order to gain knowledge on a new topic.
<p>5.W.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 find facts from books and computers. • I can remember important details from experiences. • I can write notes and organize facts in my own words (summarize and paraphrase). • I can list my sources.
<p>5.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “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]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<ul style="list-style-type: none"> • I can write about literature. • I can use specific details to support my ideas or writing. • I can write about informational text. • I can compare and contrast characters, setting, or events in a writing piece.

<p>5.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • I can write for different amounts of time and purposes.
<p>Strand: Speaking and Listening</p>	<p>“I can...” Statement</p>
<p>5.SL.1. 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.</p> <ol style="list-style-type: none"> 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 prepare for my discussions by reading and studying required material. • I can share what I have read by talking about these subjects in class discussions. • I can follow rules and do my job during discussions. • I can present questions about a topic. • I can respond to questions about a topic. • I can add to and respond to the comments of others. • I can review the main ideas we discussed. • I can draw conclusions based on the information we discuss.
<p>5.SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> • I can summarize texts read aloud or facts told through charts, graphs, pictures and words.
<p>5.SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<ul style="list-style-type: none"> • I can summarize the speaker’s points and give the evidence that supports these points.
<p>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.</p>	<ul style="list-style-type: none"> • I can report on a topic or give an opinion. • I can put my ideas in order. • I can use facts and details to support the main idea or

	<p>theme.</p> <ul style="list-style-type: none"> • I can speak clearly at a pace that is appropriate to the purpose.
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.	<ul style="list-style-type: none"> • I can use multimedia (graphics and sound) in my presentation to make the main idea or theme more interesting.
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 for specific expectations.)	<ul style="list-style-type: none"> • I can decide when to use formal and informal English.
Strand: Language	“I can...” Statement
<p>5.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 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. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	<ul style="list-style-type: none"> • I can explain the reasons we use conjunctions, prepositions, and interjections in sentences. • I can use the correct verb tense when writing or speaking. • I can use the correct correlative conjunctions (ex.: <i>either/or</i>). • I can find and correct inappropriate changes in verb tense.

<p>5.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (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>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> I can use the comma to separate items in a series. I can use a comma to separate an opening phrase in a sentence. I can use a comma to set off the words “yes-no.” I can use a comma to set off a tag question. I can use a comma to set off a direct address. I can indicate the title of work by underlining, using quotes, or using italics. I can spell words correctly and use references, as needed.
<p>5.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<ul style="list-style-type: none"> I can adjust my writing to make it clear and interesting (revision process). I can compare and contrast varieties of English (dialects, registers) used in stories, drama, and poems.
<p>5.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). 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. 	<ul style="list-style-type: none"> I can determine the correct meaning of unknown and multiple-meaning words and phrases based on clues used in a text. I can use root words, prefixes, and suffixes to understand the meaning of words. I can select the appropriate reference tool to determine the meaning and pronunciation of words and phrases.

<p>5.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">a. Interpret figurative language, including similes and metaphors, in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<ul style="list-style-type: none">• I can identify and explain the meaning of similes and metaphors in context.• I can identify and explain the meaning of idioms, adages, and proverbs in text.• I can determine the meaning of words using synonyms, antonyms, and homographs in context.
<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none">• I can use fifth grade level vocabulary.• I can use words and phrases that signal contrast and logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).