

5th Grade Power Standards

Power Standards	
P RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
P RL.5.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics (e.g., mysteries and adventure stories).
P RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
P RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
P RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
P W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are 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., consequently, specifically).
	d. Provide a concluding statement or section related to the opinion presented.
P W.5.2	Write informative / explanatory texts to examine a topic and convey ideas and information clearly.
	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	c. Link ideas within and across categories of information using words, phrases, clauses (e.g., in contrast, especially).



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	d. Use precise language and domain-specific vocabulary to inform or explain the topic.
	e. Provide a concluding statement or section related to the information or explanation presented.
P W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	a. Orient the reader by establishing a situation and introducing a narrator and/or characters ; organize an event sequence that unfolds naturally.
	b. Use narrative techniques, such as dialogue, description, and pacing , to develop experiences and events or show the responses of characters to situations.
	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	e. Provide a conclusion that follows from the narrated experiences or events.
P W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 5 on page 30.)
P SL.5.1	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.
	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 discussion 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 discussion.
P SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
P L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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	a. Use punctuation to separate items in a series .
	b. Use a comma to separate an introductory element from the rest of the sentence.
	c. 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?).
	d. Use underlining, quotation marks, or italics to indicate titles of works.
	e. Spell grade-appropriate words correctly , consulting references as needed.
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.
	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	b. Use common, grade-appropriate Greek and Latin affixes and bases/roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).
	b. 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.