Standard Code	Standard Code and Standard	Keep or Propose Change	Change: Removed, Re-written, Broken Up	Quality Standards Rule #	Reason for Proposed Change
5.RL.1	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Keep			
5.RL.2	5.RL.2 Determine a theme of a story, drama, or poem a**nd explain how it is supported by** ~~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.	Change	Re-written	3	Changed wording to make it more clear
5.RL.3	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).	Keep			
5.RL.4	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language **and connotative meanings.** ~~such as metaphors and similes~~.	change	rewritten	2	Added connotative meanings to align better with 6th grade.
5.RL.5	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.	Keep			
5.RL.6	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	Keep			
5.RL.7	5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or ~~beauty~~ **mood** of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	change	rewriten	3	The word "mood" seems more clear than "beauty".
5.RL.8	5.RL.8 (Not applicable to literature)				

5.RL.9	5.RL.9 Compare and contrast **the authors' approach** ~~stories in the same genre (e.g mysteries and adventure stories) on their approaches~~ to similar themes and topics **within the same genre**.	change	Re-written	2. 3	Changed wording for clarity...fourth grade did the same.
5.RL.10	5.RL.10 ~~By the end of the year, read and comprehend literature, including stories, dramas, poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.~~ **By the end of the year, read and comprehend a variety of literary text.** **a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).** **b. With gudiance and support, self-select texts for personal enjoyment, interest, and academic tasks**	change	Re-written	1, 2, 3	Many of us felt as though the 4-5 text complexity band was not clear. We also thought there was some importance in including the ability to self-select text.
5.RI.1	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Keep			
5.RI.2	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Keep			
5.RI.3	5.RI.3 Explain the relationships **and/**or interactions between two or more individuals, events, ideas, ~~or~~ concepts, **or steps in procedures** in ~~a~~ historical, scientific,**or technical text** ~~or~~ ~~technical text~~ ~~based on specific information in the text.~~.	change	Re-written	2	Worked with third and fourth to align better vertically. Worked to make it easier to read as well.

5.RI.4	5.RI.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.	Keep			
5.RI.5	5.RI.5 Compare and contrast the overall **text** structure **and the presentation** of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in in two or more texts **(e.g., chronology, comparison, cause/effect, problem/solution)**.	change	Re-written	1, 3	While discussing this standard, there were many different viewpoints as to what this standard was saying. We choice to re-write it to clarify the intent of the standard.
5.RI.6	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Keep			
5.RI.7	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.	Keep			
5.RI.8	5.RI.8 Explain **and identify** how an author uses reasons and evidence to support particular points in a text. identifying which reasons and evidence support which point(s).	change	Re-written	3	Moved the "identifying" part so the standard was easier to understand and read.
5.RI.9	5.RI.9 Integrate information from several texts on the same topic in order to write, or speak **or demonstrate knowledge** about the subject.	change	Re-written	3	Changed "or speak" to "demonstrate knowledge" because we felt that 5th graders needed to be able to integrate knowledge in written form and other ways, not limited to speaking only.

		change	Re-written	2, 3	
5.RI.10	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.~~ **By the end of the year, read and comprehend informational text.** **a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).** **b. With gudiance and support, self-select texts for personal enjoyment, interest, and academic tasks.**	change	Re-written	2, 3	Many of us felt as though the 4-5 text complexity band was not clear. We also thought there was some importance in including the ability to self-select text.
5.RF.1	5.RF.1 There is not a grade 5 standard for this concept. Please see preceding grades for more information.	Keep			
5.RF.2	5.RF.2 There is not a grade 5 standard for this concept. Please see preceding grades for more information.	Keep			
5.RF.3	5.RF.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., roots and affixes) to **accurately** read ~~accurately~~ unfamiliar multisyllabic words in context and out of context.	change	rewritten	3	Moved one word for ease of reading

5.RF.4	5.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level ~~prose~~ **texts in a variety of genres** ~~and poetry~~ orally with accuracy, appropriate rate, and **prosody (stress, phrasing, intonation, and** expression) on ~~successive~~ **consecutive** readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	change	Re-written	3	K-5 worked together to re-word some components of this standard for ease of reading and clarification pupeses.
5.W.1	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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 **grade level appropriate** words, phrases, and clauses ~~(e.g., consequently, specifically).~~ d. Provide a **conclusion** ~~concluding statement or section~~ related to the opinion presented.	change	Re-written	3	Took out the example as we felt they were to specific and leading, took out access words for ease of reading.

| 5.W.2 | 5.W.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; ~~include formatting (e.g., headings), illustrations~~, **text features** and multimedia when useful to ~~aiding~~ **support** comprehension **for the reader**.
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, **paragraphs or sections** of information using **grade level appropriate** words, phrases, and clauses ~~(e.g., in contrast, especially)~~.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a conclusion ~~concluding statement or section~~ related to the information or explanation presented. | change | Re-written | 2, 3 | Changed a few things for ease of reading and clarification as well as to align better vertically. |

5.W.3	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, **relevant** 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 **figurative and** sensory details to convey experiences and events precisely. e. Provide a conclusion that follows ~~from~~ the narrated experiences or events.	change	rewritten	3	Added r"relevant" and "figurative" for ease of reading and understanding.
5.W.4	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 above.)	Keep			
5.W.5	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, **drafting**, revising, editing, **or** rewriting. ~~or trying a new approach.~~ (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) .	change	Rewritten	2	Changed to align better vertically

5.W.6	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.~~ **With guidance as needed, use technology, including the internet, to enhance writing. a. produce and publish writing. b. interact and collaborate with others. c. demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.**	change	re-written, removed	3	We wanted to put student action first.
5.W.7	5.W.7 Conduct short research projects that use ~~several~~ **multiple** sources to build knowledge through investigation of different aspects of a topic.	change	rewritten	3	Changed to multiple to match reading standard which uses the word multiple when referring to using sources
5.W.8	5.W.8 Recall **and gather** relevant information from experiences **and** ~~or gather relevant information~~ from **multiple** print and digital sources; **a. S**ummarize or paraphrase information in notes and finished work, ~~and~~ **b. P**rovide a list of sources.	change	re-written, removed	3	Re-organized wordking for ease of reading and clarification.

5.W.9	5.W.9 Draw evidence from literary or informational texts to support **written** analysis, reflection, and research. a. Apply grade 5 Reading standards 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]").~~b. Apply grade 5 Reading standards 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]").~~	change	removed, rewriten	3	Removed example as they seemed to make the standard harder to read and understand. Added the word "writen" for clarification.
5.W.10	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; **independently select writing topics and formats for personal enjoyment, interest, and academic tasks.**	change	rewritten	2, 3	Felt that since we added a portion on independently self selecting text, we should also include a section in writing on writing independently for enjoyment and a variety of purposes.

5.L.1	5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and **use** ~~their function~~ in ~~particular~~ sentences. b. Form and use the perfect **verb tenses** (e.g., I had walked; I have walked; I will have walked) ~~verb tenses~~. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).	change	Re-Written	2, 3	Moved "verb tenses" for ease of reading; took out words and replaced with the word "use" for ease of reading as well.
5.L.2	5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use ~~punctuation~~ **commas** 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.	change	removed	1, 3	Changed "punctuation" to "commas" since that is the primary focus in 5th grade in regards to the punctuation used to separate items in a series.

5.L.3	5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	keep			
5.L.4	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **level** ~~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 roots as clues to the meaning of a word. ~~(e.g., photograph, photosynthesis)~~. c. 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.	change	removed	2	Vertically, it was decided to take out specific grade level.
5.L.5	5.L.5 Demonstrate understanding of figurative language, word relationships, and ~~nuances~~ **subtle differences** in word meanings. 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.	change	removed, rewritten	3	Changed "nuances" to "subtle differences so tht it was easier to understand.

5.L.6	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).	Keep			