

DUSD Essential Standards for ELA

Fifth Grade

[Arizona 5th Grade ELA Standards](#)

Reading for Literature 26-35%	RL 1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RL 2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
	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).
	RL 4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	RL 6	Describe how a narrator's or speaker's point of view influences how events are described.
Reading for Informational Text 26-35%	RI 1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI 2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	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.
	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).
Writing and Language 26-38%	W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	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.)
	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 their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

		<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).</p>
	L 2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
Speaking and Listening 0-13%	SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.