



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow

# Reading Standards for Literature (DOA.RL.5)

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
<b>Key Ideas and Details</b>		
DOA.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RL.5.2	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.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RL.5.3	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).	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
<b>Craft and Structure</b>		
DOA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.	R_ Craft and Structure <i>Language Usage</i>
DOA.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described	R_ Craft and Structure <i>Understanding Point of View and Bias</i>
<b>Integration of Knowledge and Ideas</b>		
DOA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
DOA.RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>
<b>Range of Reading and Level of Text Complexity</b>		
DOA.RL.5.10	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.	R_ Progress with Text Complexity <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>

# Reading Standards for Informational Text (DOA.RI.5)

## STANDARDS

## ACT Reporting Category ACT Knowledge and Skills

### Key Ideas and Details

DOA.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>
DOA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	R_ Key Ideas and Details <i>Central Ideas, Themes, and Summaries</i>
DOA.RI.5.3	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.	R_ Key Ideas and Details <i>Reading Closely and Making Inferences</i>

### Craft and Structure

DOA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	R_ Craft and Structure <i>Language Usage</i>
DOA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.	R_ Craft and Structure <i>Analyzing Text Structure</i>
DOA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	R_ Craft and Structure <i>Understanding Point of View and Bias</i>

### Integration of Knowledge and Ideas

DOA.RI.5.7	Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
DOA.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).	R_ Integration of Knowledge and Ideas <i>Analyzing Arguments</i>
DOA.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	R_ Integration of Knowledge and Ideas <i>Integrating Information from Multiple Texts</i>

### Range of Reading and Level of Text Complexity

DOA.RI.5.10	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.	R_ Progress with Text Complexity <b>*ALL OF THE ABOVE KNOWLEDGE AND SKILLS</b>
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# Reading Standards for Foundational Skills (DOA.RF.5)

## STANDARDS

**ACT Reporting Category**  
*ACT Knowledge and Skills*

### Phonics and Word Recognition

DOA.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

DOA.RF.5.3a Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### Fluency

DOA.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

DOA.RF.5.4a Read on-level text with purpose and understanding.

DOA.RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

DOA.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Writing Standards (DOA.W.5)

## STANDARDS

## ACT Reporting Category ACT Knowledge and Skills

### Text Types and Purposes

DOA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W_ Ideas and Analysis W_ Development and Support W_ Organizing W_ Language Use and Conventions
DOA.W.5.1a	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.	Generating Ideas
DOA.W.5.1b	Provide logically ordered reasons that are supported by facts and details.	Developing and Sustaining Ideas
DOA.W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Organizing Ideas
DOA.W.5.1d	Provide a concluding statement or section related to the opinion presented.	Communicating Ideas
DOA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
DOA.W.5.2a	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.	W_ Ideas and Analysis W_ Development and Support W_ Organizing W_ Language Use and Conventions
DOA.W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Generating Ideas
DOA.W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Developing and Sustaining Ideas
DOA.W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Organizing Ideas
DOA.W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	Communicating Ideas

## Writing Standards (DOA.W.5) continued...

STANDARDS		<b>ACT Reporting Category</b> <i>ACT Knowledge and Skills</i>
DOA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>W_ Ideas and Analysis</b> <b>W_ Development and Support</b> <b>W_ Organizing</b> <b>W_ Language Use and Conventions</b> <i>Generating Ideas</i> <i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
DOA.W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
DOA.W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
DOA.W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
DOA.W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
DOA.W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	
<b>Production and Distribution of Writing</b>		
DOA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>E_ Production of Writing</b> <b>E_ Knowledge of Language</b> <i>Text Purpose and Topic Development</i> <i>Organization</i> <i>Clarity and Style</i>
DOA.W.5.5	<b><u>With guidance and support from peers and adults</u></b> , develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.	
DOA.W.5.6	<b><u>With some guidance and support from adults</u></b> , produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.	

## Writing Standards (DOA.W.5) continued...

STANDARDS		ACT Reporting Category <i>ACT Knowledge and Skills</i>
<b>Research to Build and Present Knowledge</b>		
DOA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
DOA.W.5.8	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.	
DOA.W.5.9	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	W_ Ideas and Analysis W_ Development and Support W_ Organizing W_ Language Use and Conventions
DOA.W.5.9a	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]”).	<i>Generating Ideas</i>
DOA.W.5.9b	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]”).	<i>Developing and Sustaining Ideas</i> <i>Organizing Ideas</i> <i>Communicating Ideas</i>
<b>Range of Writing</b>		
DOA.W.5.10	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.	

# Speaking and Listening Standards (DOA.SL.5)

## STANDARDS

**ACT Reporting Category**  
**ACT Knowledge and Skills**

### Comprehension and Collaboration

DOA.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.
DOA.SL.5.1a	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.
DOA.SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
DOA.SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOA.SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
DOA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### Presentation of Knowledge and Ideas

DOA.SL.5.4	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.
DOA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
DOA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.

# Language Standards (DOA.L.5)

## STANDARDS

**ACT Reporting Category**  
**ACT Knowledge and Skills**

### Conventions of Standard English

DOA.L.5.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<b>E_ Conventions of Standard English</b> <i>Sentence Structure</i> <i>Using Conventions</i>
DOA.L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
DOA.L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
DOA.L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	
DOA.L.5.1d	Recognize and correct inappropriate shifts in verb tense.	
DOA.L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	
DOA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>E_ Conventions of Standard English</b> <i>Punctuation and Capitalization</i>
DOA.L.5.2a	Use punctuation to separate items in a series.	
DOA.L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	
DOA.L.5.2c	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?).	
DOA.L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	
DOA.L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	
<b>Knowledge of Language</b>		
DOA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>E_ Knowledge of Language</b> <i>Clarity and Style</i>
DOA.L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
DOA.L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	

## Language Standards (DOA.L.5) continued...

STANDARDS		ACT Reporting Category ACT Knowledge and Skills
Vocabulary Acquisition and Use		
DOA.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.	R_ Craft and Structure R_ Progress with Text Complexity Language Use
DOA.L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
DOA.L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
DOA.L.5.4c	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.	
DOA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	R_ Craft and Structure R_ Progress with Text Complexity Language Use
DOA.L.5.5a	Interpret figurative language, including similes and metaphors, in context.	
DOA.L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	
DOA.L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
DOA.L.5.6	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).	R_ Craft and Structure R_ Progress with Text Complexity Language Use