

<b>Fifth Grade I Can Statements Checklist: Reading Standards for Literature</b>		
RL.5.1	I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RL.5.1	I can quote accurately from a text when drawing inferences from the text.	
RL.5.2a	I can analyze literary text development to determine the theme of a story from details in the text, including how characters respond to challenges.	
RL.5.2a	I can write a letter to a character in a book analyzing the lesson that character learned and sharing my predictions about how their response to challenges will work for them in the future.	
RL.5.2a	I can analyze literary text development to determine the theme of a drama from details in the text, including how characters respond to challenges.	
RL.5.2a	I can analyze literary text development to determine the theme of a poem from details in the text, including how the speaker in a poem reflects upon a topic.	
RL.5.2a	I can revise a poem to cover the same theme from one text in a new treatment using my own words and if desired, a different topic.	
RL.5.2b	I can summarize a text, incorporating a theme determined from details in the text.	
RL.5.2b	I can create a visual or artistic representation of a text's theme, and explain the meaning of the piece including details from the text.	
RL.5.3	I can compare and contrast two or more characters in a story or drama and draw on specific details in the text (e.g., how the characters interact.)	

RL.5.3	I can compare and contrast two or more settings in a story or drama and draw on specific details in the text (e.g., how the characters interact.)	
RL.5.3	I can compare and contrast two or more events in a story or drama and draw on specific details in the text (e.g., how the characters interact.)	
RL.5.4	I can determine the meaning of words as they are used in a text, including figurative language such as metaphors, similes, and idioms.	
RL.5.4	I can determine the meaning of phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.	
RL.5.4	I can invent a piece of figurative language (metaphor, simile, or idiom) and explain its literal meaning.	
RL.5.5	I can explain how a series of chapters fit together to provide the overall structure of a story.	
RL.5.5	I can explain how a series of scenes fit together to provide the overall structure of a drama.	
RL.5.5	I can explain how a series of stanzas fit together to provide the overall structure of a poem.	
RL.5.6	I can describe how a narrator's or speaker's point of view and perspective influence how events are described.	
RL.5.6	I can predict how a narrator or speaker with a different point of view or perspective might have described the events in a text.	
RL.5.7	I can analyze how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
RL.5.7	I can analyze how visual and multimedia elements contribute to the tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	

RL.5.7	I can analyze how visual and multimedia elements contribute to the mood or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
RL.5.8	(Not applicable to literature)	
RL.5.9	I can compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approach to similar themes and topics.	
RL.5.9	I can compare and contrast stories in different genres based on their treatment of a theme.	
RL.5.10	By the end of the year, I can read and comprehend literature, including stories, dramas and poetry, at the high end of the text complexity band independently and proficiently.	
RL.5.10	I can activate prior knowledge and draw on previous experiences in order to make text-to-self connections and comparisons.	
RL.5.10	I can activate prior knowledge and draw on previous experiences in order to make text-to-text connections and comparisons.	

<b>Fifth Grade I Can Statements Checklist: Reading Standards for Informational Text</b>		
RI.5.1	I can quote accurately from a text and use that information to explicitly refer to a text.	
RI.5.1	I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.5.1	I can categorize quotes from a text by their intended purpose in context for the hearer: to persuade, inform, entertain, etc.	
RI.5.2a	I can analyze informational text development to determine the main ideas of a text and explain how they are supported by key details.	
RI.5.2b	I can provide a summary of the text that includes the main ideas and key details, as well as other important information.	
RI.5.3	I can explain the relationships or interactions between two or more individuals in a historical, scientific, or technical text based on specific information in the text.	
RI.5.3	I can explain the relationships or interactions between two or more events in a historical, scientific, or technical text based on specific information in the text.	
RI.5.3	I can explain the relationships or interactions between two or more ideas in a historical, scientific, or technical text based on specific information in the text.	
RI.5.3	I can explain the relationships or interactions between two or more concepts in a historical, scientific, or technical text based on specific information in the text.	
RI.5.4	I can determine the meaning of general academic words in a text relevant to grade 5 topics and subjects.	
RI.5.4	I can determine the meaning of domain-specific words in a text relevant to grade 5 topics and subjects.	

RI.5.4	I can determine the meaning of general academic phrases in a text relevant to grade 5 topics and subjects.	
RI.5.4	I can determine the meaning of domain-specific phrases in a text relevant to grade 5 topics and subjects.	
RI.5.4	I can synthesize knowledge of word meanings in an original glossary of relevant grade 5 terms.	
RI.5.5	I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in two or more texts.	
RI.5.5	I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas in two or more texts.	
RI.5.5	I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts in two or more texts.	
RI.5.5	I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in two or more texts.	
RI.5.5	I can reorganize elements of a text into a new structure (e.g., chronology, comparison, cause/effect, problem/solution) for a new audience--explaining or justifying my revisions.	
RI.5.6	I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	
RI.5.6	I can evaluate multiple sources on the same topic or event to detect inconsistencies or fallacies.	
RI.5.7	I can draw on information from multiple print sources, demonstrating the ability to locate an answer to a question quickly.	
RI.5.7	I can draw on information from multiple digital sources, demonstrating the ability to locate an answer to a question quickly.	
RI.5.7	I can draw on information from multiple print sources, demonstrating the ability to solve a problem efficiently.	

RI.5.7	I can draw on information from multiple digital sources, demonstrating the ability to solve a problem efficiently.	
RI.5.7	I can explain my selection process for particular multiple print, digital sources to demonstrate the ability to reflect on my learning.	
RI.5.8	I can explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding point(s.)	
RI.5.9	I can integrate information from several texts on the same topic to write about the topic knowledgeably.	
RI.5.9	I can integrate information from several texts on the same topic to speak about the topic knowledgeably.	
RI.5.9	I can critique texts read on a topic, giving my opinion on the author's assertion, and citing details from the text in my answer.	
RI.5.10	By the end of the year, I can read and comprehend informational texts, including history/social studies, science, and technical texts, at the higher end of the 4-5 text complexity band independently and proficiently.	

<b>Fifth Grade I Can Statements Checklist: Reading Standards for Foundational Skills</b>		
RF.5.1	(Print Concepts standards for Grades K and 1 only)	
RF.5.2	(Phonological Awareness standards for Grades K and 1 only)	
RF.5.3	I can know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter sound correspondences, syllabication patterns, and to accurately read unfamiliar multisyllabic words in and out of context.	
RF.5.3	I can know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of syllabication patterns and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in and out of context.	
RF.5.3	I can create new (real or nonsense) multisyllable words by using by combined knowledge of syllabication patterns and morphology (e.g., roots and affixes); I can then accurately read my created words using the same skills.	
RF.5.4a	I can read with sufficient accuracy and fluency to support comprehension, by reading grade-level text with purpose and understanding.	
RF.5.4b	I can read with sufficient accuracy and fluency to support comprehension, by reading grade-level prose orally with accuracy, appropriate rate, and expression on successive readings.	
RF.5.4b	I can evaluate the progress of my accuracy and fluency, as well as their impact on my comprehension on successive readings.	

RF.5.4b	I can read with sufficient accuracy and fluency to support comprehension, by reading grade-level poetry orally with accuracy, appropriate rate, and expression on successive readings.	
RF.5.4b	With the help of an exemplar if needed, I can craft original grade-level poetry and read it orally with with accuracy, appropriate rate, and expression on successive readings.	
RF.5.4c	I can read with sufficient accuracy and fluency to support comprehension, by using context to confirm or self-correct word recognition and understanding, rereading as necessary.	



**Fifth Grade I Can Statements Checklist: Writing Standards**

W.5.1	I can write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1	I can create a simple rubric to evaluate how well my piece of writing (or another opinion piece) supports my purpose as a writer (or the author's purpose)--stating both the purpose and 3-5 criteria for evaluating the piece.	
W.5.1a	I can introduce a topic or text clearly, state an opinion, and include an organizational structure in which ideas are logically grouped to support the writer's purpose in opinion writing.	
W.5.1b	I can provide logically ordered reasons that are supported by facts and details in opinion writing.	
W.5.1c	I can link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) in opinion writing.	
W.5.1d	I can provide a concluding statement or section related to the opinion presented in opinion writing.	
W.5.2	I can write informative/explanatory texts to examine a topic and convey ideas and information clearly in opinion writing.	
W.5.2	I can create a simple rubric to evaluate how well my piece of writing (or another informative/explanatory piece) supports my purpose as a writer (or the author's purpose)--stating both the purpose and 3-5 criteria for evaluating the piece.	
W.5.2a	I can introduce a topic clearly in informative/explanatory writing.	
W.5.2a	I can provide a general observation and focus in informative/explanatory writing.	

W.5.2a	I can group related information logically in informative/explanatory writing.	
W.5.2a	I can include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed, in informative/explanatory writing.	
W.5.2b	I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
W.5.2c	I can link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) in informative/explanatory writing.	
W.5.2d	I can use precise language and domain-specific vocabulary to inform about or explain the topic in informative/explanatory writing.	
W.5.2d	I can craft a <i>non-example</i> of effective use of precise and domain-specific language in informative writing and discuss how it impacts the strength and credibility of the writing.	
W.5.2e	I can provide a concluding statement or section related to the information or explanation presented in informative/explanatory writing.	
W.5.3	I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.5.3	I can create a simple rubric to evaluate how well my piece of writing (or another narrative piece) supports my purpose as a writer (or the author's purpose)--stating both the purpose and 3-5 criteria for evaluating the piece.	
W.5.3a	I can orient the reader by establishing a situation and introducing a narrator and/or characters in narrative writing.	
W.5.3a	I can organize an event sequence that unfolds naturally in narrative writing.	
W.5.3b	I can use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations in narrative writing.	

W.5.3c	I can use a variety of transitional words, phrases, and clauses to manage the sequence of events in narrative writing.	
W.5.3d	I can use concrete words and phrases and sensory details to convey experiences and events precisely in narrative writing.	
W.5.3e	I can provide a conclusion that follows from the narrated experiences or events in narrative writing.	
W.5.4	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience in narrative writing.	
W.5.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by planning.	
W.5.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by revising.	
W.5.5	I can create a checklist for effective ways to strengthen writing through revision, then apply the checklist to my own writing.	
W.5.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by editing.	
W.5.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by rewriting.	
W.5.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by trying a new approach.	
W.5.6	I can, 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, while demonstrating sufficient command of keyboarding skills for writing.	
W.5.7	I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	

W.5.8	I can recall relevant information from experiences or gather relevant information from print and digital sources to use for writing.	
W.5.8	I can summarize or paraphrase information in notes and finished work and provide a list of sources to be used with writing.	
W.5.9	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9a	I can apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters/settings/events in a story or drama, drawing on specific details in the text.>").	
W.5.9b	I can 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].>").	
W.5.10	I can 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.	

<b>Fifth Grade I Can Statements Checklist: Speaking and Listening Standards</b>		
SL.5.1	I can 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 my own clearly.	
SL.5.1a	I can come to discussions prepared, having read or studied required material; I can explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.5.1a	I can develop an agenda for a discussion, having read or studied required material and determined the most relevant points to be discussed; I can effectively lead the discussion by engaging my peers in sharing their understandings.	
SL.5.1b	I can follow agreed-upon rules for discussions and carry out assigned roles.	
SL.5.1b	I can create additional rules for discussions and/or assigned roles, that will be uniquely helpful in an online environment.	
SL.5.1c	I can pose specific questions that contribute to the discussion and elaborate on the remarks of others.	
SL.5.1c	I can respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
SL.5.1d	I can review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
SL.5.2	I can summarize a written text read aloud or information presented in diverse media and formats, including visually.	
SL.5.2	I can summarize a written text read aloud or information presented in diverse media and formats, including quantitatively.	

SL.5.2	I can summarize a written text read aloud or information presented in diverse media and formats, including orally.	
SL.5.3	I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
SL.5.4	I can 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.	
SL.5.4	I can speak clearly at an understandable pace.	
SL.5.4	I can analyze historical speeches for their pacing and phrasing; informed by exemplars, I can successfully create and deliver my own intentional pacing strategy for public speeches, explaining my rationale.	
SL.5.5	I can include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
SL.5.6	I can adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	

<b>Fifth Grade I Can Statements Checklist: Language Standards</b>		
L.5.1	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a	I can explain the function of conjunctions in general and their function in particular sentences.	
L.5.1a	I can explain the function of prepositions in general and their function in particular sentences.	
L.5.1a	I can explain the function of interjections in general and their function in particular sentences.	
L.5.1b	I can form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	
L.5.1c	I can use verb tenses to convey various times, sequences, states, and conditions.	
L.5.1d	I can recognize and correct inappropriate shifts in verb tense.	
L.5.1e	I can use correlative conjunctions (e.g., either/or, neither/nor).	
L.5.2	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.5.2a	I can use punctuation to separate items in a series.	
L.5.2b	I can use a comma to separate an introductory element from the rest of the sentence.	
L.5.2c	I can use a comma to set off the words yes and no (e.g., Yes, thank you).	
L.5.2c	I can use a comma to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?).	

L.5.2c	I can use a comma to indicate direct address (e.g., Is that you, Steve?).	
L.5.2d	I can use underlining, quotation marks, or italics to indicate titles of works.	
L.5.2e	I can spell grade-appropriate words correctly, consulting references as needed.	
L.5.3	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3a	I can expand, combine, and reduce sentences for meaning.	
L.5.3a	I can expand, combine, and reduce sentences for reader/listener interest.	
L.5.3a	I can expand, combine, and reduce sentences for style.	
L.5.3a	I can critique combinations and variations of sentence style in published or written texts, explaining what makes them effective or ineffective for particular purposes.	
L.5.3b	I can compare and contrast the varieties of English (e.g., dialects, registers) used in stories.	
L.5.3b	I can compare and contrast the varieties of English (e.g., dialects, registers) used in dramas.	
L.5.3b	I can compare and contrast the varieties of English (e.g., dialects, registers) used in poems.	
L.5.3b	I can translate stories or poems into non-standard or casual dialects such as Black English Vernacular, Spanglish or Appalachian dialect.	
L.5.4	I can 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.	
L.5.4a	I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	



L.5.b	I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	
L.5.4c	I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words and phrases.	
L.5.4c	I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases.	
L.5.5	I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	I can interpret figurative language, including similes in context.	
L.5.5a	I can interpret figurative language, including metaphors in context.	
L.5.5b	I can recognize and explain the meaning of common idioms.	
L.5.5b	I can recognize and explain the meaning of common adages.	
L.5.5b	I can recognize and explain the meaning of common proverbs.	
L.5.5b	I can speak and/or write messages using common idioms, adages, or proverbs correctly and appropriately for the context, and explain the meaning of the phrases used.	
L.5.5c	I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
L.5.6	I can acquire and use accurately grade appropriate general academic words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	

L.5.6	I can acquire and use accurately grade appropriate domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	