

**NYSED 5<sup>th</sup> Grade ELA Crosswalk**

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
5RF1	There is not a grade 5 standard for this concept. Please see preceding grades for more information.	
5RF2	There is not a grade 5 standard for this concept. Please see preceding grades for more information.	
5RF3	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 read accurately unfamiliar multisyllabic words in context and out of context.	5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. 5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5RF4	Read with sufficient accuracy and fluency to support comprehension. a. <del>Read grade-level text with purpose and understanding.</del> b. <del>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</del> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5RF4: Read <b>grade-level text</b> with sufficient accuracy and fluency to support comprehension. 5RF4a: Read grade-level text <b>across genres orally with accuracy, appropriate rate, and expression on successive readings.</b> 5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5R1	RL: <del>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</del>  RI: <del>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</del>	5R1: <b>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.</b> (RI&RL)
5R2	RL: <del>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.</del>  RI: <del>Identify two or more main ideas of a text and explain how they are supported by key details; summarize the text.</del>	5R2: <b>Determine a theme or central idea and explain how it is supported by key details; summarize a text.</b> (RI&RL)
5R3	RL: 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)	5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)

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	<p>RI: 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.</p>	<p>In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p>
5R4	<p>RL: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RI: Determine the meaning of general academic and domain-specific words and phrases <del>in a text relevant to a grade 5 topic or subject area.</del></p>	<p>5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words <b>and analyze their effect on meaning, tone, or mood.</b> (RI&amp;RL)</p>
5R5	<p>RL: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)</p> <p>In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RL)</p>
5R6	<p>RL: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><del>a. Recognize and describe how an author’s background and culture affect his or her perspective.</del></p> <p>RI: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	<p>5R6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. (RL)</p> <p>In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p>
5R7	<p>RL: Analyze how visual and multimedia elements contribute to the meaning, <del>tone, or beauty of a text</del> (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RI: <del>Draw on information from multiple print or digital sources, demonstrating the ability</del></p>	<p>5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&amp;RL)</p>

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	<del>to locate an answer to a question quickly or to solve a problem efficiently.</del>	
5R8	<p>RL: (Not applicable to literature)</p> <p>RI: Explain how an author uses reasons and evidence to support <del>particular points</del> in a text, identifying which reasons and evidence support which <del>point(s)</del>.</p>	5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which <b>claims</b> . (RI&RL)
5R9	<p><del>RL: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</del></p> <p><del>RI: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</del></p>	<b>Omitted. See 5R9 for connections between texts. 5R9:</b> Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)
5R10	<p>RL: 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.</p> <p>RI: 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.</p>	<b>Please see the “Range of Student Reading Experiences for 5th Grade” section included in the introduction to the 5<sup>th</sup> Grade Standards.</b>
5R11	<p><del>RL: Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.</del></p> <p><del>a. Self-select text to develop personal preferences regarding favorite authors.</del></p> <p><del>b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.</del></p> <p>RI: Not applicable to Reading for Information Standard</p>	<b>5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&amp;RL)</b>
5W1	Write <del>opinion pieces on topics or texts</del> , supporting a point of view with reasons and	5W1: Write <b>an argument</b> to support claims with clear reasons and <b>relevant evidence</b> .

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	<p>information.</p> <p>a. <del>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.</del></p> <p>b. <del>Provide logically ordered reasons that are supported by facts and details.</del></p> <p>c. <del>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</del></p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>5W1a: Introduce a <b>precise claim</b> and organize the reasons and evidence logically.</p> <p>5W1b: Provide logically ordered reasons that are supported by facts and details <b>from various sources.</b></p> <p>5W1c: <b>Use precise language and content-specific vocabulary while writing an argument.</b></p> <p>5W1d: <b>Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.</b></p> <p>5W1e: Provide a concluding statement or section related to the argument presented.</p> <p><b>5W1f: Maintain a style and tone appropriate to the writing task.</b></p>
5W2	<p>Write informative/explanatory texts to <del>examine</del> a topic and convey ideas and information <b>clearly.</b></p> <p>a. Introduce a topic clearly, provide a general <del>observation and</del> focus, and <del>group</del> related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. <del>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</del></p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5W2: Write informative/explanatory texts to <b>explore</b> a topic and convey ideas and information <b>relevant to the subject.</b></p> <p>5W2a: Introduce a topic clearly, provide a general focus, and <b>organize</b> related information logically.</p> <p>5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; <b>include text features, illustrations, and multimedia to aid comprehension.</b></p> <p>5W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>5W2d: <b>Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</b></p> <p>5W2e: Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>5W2f: Establish a style aligned to a subject area or task.</b></p>
5W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. <del>Orient the reader by establishing a situation and introducing a narrator</del></p>	<p>5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>5W3a: Establish a situation and introduce a narrator and/or characters.</p>

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	<p>and/or characters; <del>organize an event sequence that unfolds naturally.</del></p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5W3e: Provide a conclusion that follows from the narrated experiences or events.</p>
5W4	<p>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.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>	<p><b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b></p>
5W5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	
5W6	<p>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.</p>	
5W7	<p>Conduct <del>short</del> research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	
5W8	<p>Recall relevant information from experiences or gather relevant information</p>	<p><b>5W6:</b> Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p> <p><b>5W7:</b> Recall relevant information from experiences or gather relevant information from</p>

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	from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
5W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><del>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]”).</del></p> <p><del>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]”).</del></p>	<b>5W5:</b> Draw evidence from literary or informational texts to respond and support analysis, reflection, and research <b>by applying the Grade 5 Reading Standards.</b>
5W10	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>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b>
5W11	<p>Create and present an original poem, narrative, play, art work, or literary critique in response <del>to a particular author or theme studied in class.</del></p> <p><del>a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</del></p>	<b>5W4:</b> Create a poem, story, play, art work, or other response to a <b>text, author, theme, or personal experience.</b>
5SL1	Engage effectively in a range of collaborative discussions (one-on-one, in	5SL1: Engage effectively in a range of collaborative discussions with diverse partners;

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	<p>groups, and teacher-led) with diverse partners on <del>grade 5 topics and texts</del>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. <del>Review</del> the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>e. <del>Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</del></p> <p>f. <del>Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</del></p>	<p>express ideas clearly and persuasively, and build on those of others</p> <p>5LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5SL1d: <b>Consider</b> the ideas expressed and draw conclusion about information and knowledge gained from the discussions.</p> <p><b>See SSL1 about working with diverse partners. Also see Introduction and Practices for guidance around the importance of different perspectives and cultural backgrounds.</b></p>
5SL2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5SL2: Summarize information presented in diverse format (e.g., including visual, quantitative, and oral).
5SL3	<del>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</del>	5SL3: <b>Identify and evaluate</b> the reasons and evidence a speaker provides to support particular points.
5SL4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support <del>main ideas or</del> themes; speak clearly at an understandable pace.	5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support <b>central ideas</b> or themes; speak clearly at an understandable pace <b>and volume appropriate for audience.</b>
5SL5	Include <del>multimedia components</del> (e.g., graphics, sound) and visual displays in presentations <del>when appropriate</del> to	5SL5: Include <b>digital media</b> and/or visual displays in presentations to <b>emphasize</b> and enhance <b>central</b> ideas or themes.

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	enhance the development of <del>main</del> ideas or themes.	
5SL6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.
5L1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul>	<p><b>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use these skills by the end of 5<sup>th</sup> grade.</b></p>
5L2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	



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5L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
5L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <del>based on grade 5 reading and content</del>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>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.</p>	<p>5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
5L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5L5a: Interpret figurative language, including similes and metaphors, in context.</p> <p>5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>New 5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</b></p>
5L6	<p>Acquire and use accurately grade-appropriate general academic and <del>domain</del>-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>,</p>	<p>5L6: Acquire and accurately use general academic and <b>content</b>-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>,</p>

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	<i>although, nevertheless, similarly, moreover, in addition).</i>	<i>moreover, in addition).</i>