

Fifth Grade English Language Arts Standards

Reading: Literature

<p>RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can make, confirm, and revise predictions based on evidence and details from the text. <input type="checkbox"/> I can make visualizations to increase my understanding using evidence from the text. <input type="checkbox"/> I can reread text to increase understanding. <input type="checkbox"/> I can identify the purpose of a flashback.
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can determine the theme of a story, drama, or poem. <input type="checkbox"/> I can summarize a story, drama, or poem.
<p>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).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can compare and contrast character, settings, and events in a story. <input type="checkbox"/> I can compare and contrast the effects two settings have on a character in a story. <input type="checkbox"/> I can identify how a character's feelings and responses change throughout a story.
<p>RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify sensory language in a text. <input type="checkbox"/> I can identify personification in a text. <input type="checkbox"/> I can identify hyperboles and explain their meanings. <input type="checkbox"/> I can identify and explain similes and metaphors. <input type="checkbox"/> I can identify and explain figurative language.
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how the structure of a poem creates a certain effect. <input type="checkbox"/> I can identify characteristics of free verse and narrative poetry. <input type="checkbox"/> I can explain how stanzas and meter organize the words and sounds in poems. <input type="checkbox"/> I can use the text structure in plays (eg. changes in acts and scenes, setting descriptions, and stage directions) to help comprehend the text.
<p>RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe how point of view influences the description of events. <input type="checkbox"/> I can describe how a narrator's point of view affects a text. <input type="checkbox"/> I can explain how a speaker's point of view about a subject influences how he or she describes events in a poem.

<p>RL.5.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use illustrations as visual clues about characters, setting, and events. <input type="checkbox"/> I can analyze how illustrations provide important details about characters or events.
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can compare and contrast how two stories approach the same topic. <input type="checkbox"/> I can compare and contrast stories.
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify characteristics of fairy tales. <input type="checkbox"/> I can identify characteristics of historical fiction. <input type="checkbox"/> I can identify characteristics of realistic fiction. <input type="checkbox"/> I can explain characteristics of a folktale. <input type="checkbox"/> I can identify foreshadowing. <input type="checkbox"/> I can identify imagery. <input type="checkbox"/> I can identify ways authors build suspense.

Reading: Informational Text

<p>RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can reread text to increase understanding. <input type="checkbox"/> I can reread difficult selections to increase understanding. <input type="checkbox"/> I can ask questions about the main idea of articles to help understand the text. <input type="checkbox"/> I ask and answer questions to help understand the text.
<p>RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can ask and answer questions to increase understanding of main ideas and key details in a text. <input type="checkbox"/> I can identify key details in a text to determine the main idea. <input type="checkbox"/> I can summarize a piece of informational text. <input type="checkbox"/> I can summarize a text to increase understanding. <input type="checkbox"/> I can summarize a text. <input type="checkbox"/> I can summarize each section of a text.
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use text structure to identify cause and effect relationships. <input type="checkbox"/> I can analyze a text to determine its structure. <input type="checkbox"/> I can use text structure to help understand the sequence of events in a text. <input type="checkbox"/> I can use text structure to identify problems and solutions in a text. <input type="checkbox"/> I can use a compare and contrast text structure to explain how two events or ideas are the same or different.
<p>RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can determine the meaning of words or phrases in a fifth grade text.

<p>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 or more texts.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
<p>RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify characteristics of narrative nonfiction. <input type="checkbox"/> I can identify an author's point of view or position on a topic or issue. <input type="checkbox"/> I can compare and contrast different points of view on the same event or topic. <input type="checkbox"/> I can identify primary and secondary sources.
<p>RI.5.7 - 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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use print and digital resources to locate information about a topic. <input type="checkbox"/> I can identify and locate reliable print and online resources to answer a question or research a topic. <input type="checkbox"/> I can use information from different sources to help me understand a topic.
<p>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).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify characteristics of a persuasive article. <input type="checkbox"/> I can find details in the text that support the author's point of view. <input type="checkbox"/> I can identify the reasons and evidence an author provides to support his or her point of view.
<p>RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <input type="checkbox"/> I can use information from different sources to write about a topic. <input type="checkbox"/> I can draw conclusions.
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify characteristics of a biography. <input type="checkbox"/> I can identify characteristics of expository text. <input type="checkbox"/> I can describe characteristics of a biography. <input type="checkbox"/> I can read and comprehend informational text appropriate for fifth grade.

Reading: Foundational Skills

<p>RF.5.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>RF.5.3a - 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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.

RF.5.4 - Read with sufficient accuracy and fluency to support comprehension.	
RF.5.4a - Read grade-level text with purpose and understanding.	<input type="checkbox"/> I can read fifth grade text with purpose and understanding.
RF.5.4b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<input type="checkbox"/> I can read fifth grade text aloud with accuracy, expression, and appropriate rate.
RF.5.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<input type="checkbox"/> I can use strategies to understand unknown words.

Writing

W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<input type="checkbox"/> I can write an opinion piece with varied sentence structure.
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.	<input type="checkbox"/> I can write an opinion piece that introduces a topic clearly and groups information logically.
W.5.1b - Provide logically ordered reasons that are supported by facts and details.	<input type="checkbox"/> I can write an opinion piece on a topic or text that supports a point of view where I provide reasons that are supported by facts and details and ordered logically.
W.5.1c – Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	<input type="checkbox"/> I can use transition words and phrases to connect ideas in my writing. <input type="checkbox"/> I can write an opinion piece that uses transition words and phrases to link ideas.
W.5.1d - Provide a concluding statement or section related to the opinion presented.	<input type="checkbox"/> I can write an opinion piece that includes a concluding statement or section related to the opinion presented.
W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<input type="checkbox"/> I can write an informative/explanatory text that examines a topic and conveys ideas and information clearly.
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.	<input type="checkbox"/> I can produce and publish a report on a topic. <input type="checkbox"/> I can introduce a topic clearly and group information logically in my writing.
W.5.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<input type="checkbox"/> I can write an informative/explanatory piece that develops a topic with facts, definitions, concrete details, and/or quotations. <input type="checkbox"/> I can write an informative/explanatory piece that contains evidence to support my ideas. <input type="checkbox"/> I can develop a topic with facts and details.

W.5.2c - Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	<input type="checkbox"/> I can link ideas and information using words, phrases, and clauses.
W.5.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> I can write an informative piece which examines a topic and convey ideas where I inform or explain about the topic using domain-specific vocabulary and precise language.
W.5.2e - Provide a concluding statement or section related to the information or explanation presented.	<input type="checkbox"/> I can write an informative/explanatory piece with a strong conclusion.
W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<input type="checkbox"/> I can write a narrative that demonstrates proper style and tone. <input type="checkbox"/> I can use logical order in my narrative writing.
W.5.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<input type="checkbox"/> I can write an autobiographical sketch. <input type="checkbox"/> I can write an opening for my narrative piece that contains vivid character and setting details.
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.	<input type="checkbox"/> I can use words, dialogue, and sentences structure to create a particular style and tone. <input type="checkbox"/> I can write a narrative that uses dialogue to develop characters. <input type="checkbox"/> I can identify and use formal and informal voice in my writing. <input type="checkbox"/> I can use narrative techniques, such as dialogue, description, and pacing in my autobiographical sketch.
W.5.3c - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<input type="checkbox"/> I can write a narrative piece that uses signal words to manage the order of events. <input type="checkbox"/> I can use time-order words in my narrative writing.
W.5.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.	<input type="checkbox"/> I can use descriptive details and imagery to enhance my writing. <input type="checkbox"/> I can write a poem that includes sensory language. <input type="checkbox"/> I can use precise language in my narrative writing to create clear pictures in a reader's mind. <input type="checkbox"/> I can use strong words in my narrative writing to create a clear picture and grab the reader's interest.
W.5.3e - Provide a conclusion that follows from the narrated experiences or events.	<input type="checkbox"/> I can write a real or imagined narrative piece with descriptive details and clear event sequences where I provide some sense of closure.
W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<input type="checkbox"/> I can use sequence to make events clear in my writing.

<p>W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><input type="checkbox"/> I can write with guidance from my peers and adults to plan, revise, and edit my writing.</p>
<p>W.5.6 - 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</p>	<p><input type="checkbox"/> I can use digital tools to produce and publish my work. <input type="checkbox"/> I can publish a piece of writing. <input type="checkbox"/> I can use the Internet to interact and collaborate with my peers on writing projects. <input type="checkbox"/> I can demonstrate a command of keyboarding skills to type two pages in one sitting.</p>
<p>W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><input type="checkbox"/> I can conduct a short research project. <input type="checkbox"/> I can research a topic and write about it. <input type="checkbox"/> I can use a graphic organizer to compare and contrast. <input type="checkbox"/> I can identify appropriate evidence in a text.</p>
<p>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.</p>	<p><input type="checkbox"/> I can use provided sources to find information, take notes on sources, and categorize my notes. <input type="checkbox"/> I can summarize or paraphrase information found for my finished work. <input type="checkbox"/> I can provide a list of sources used for a research project.</p>
<p>W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>W.5.9a - Apply <i>grade 5 Reading standards</i> 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]”).</p>	<p><input type="checkbox"/> I can use evidence from literature to support analysis, reflection, and research in my writing.</p>
<p>W.5.9b - Apply <i>grade 5 Reading standards</i> 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]”).</p>	<p><input type="checkbox"/> I can use evidence from informational text to support analysis, reflection, and research in my writing.</p>
<p>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.</p>	<p><input type="checkbox"/> I can write for a range of time and tasks.</p>

Speaking & Listening

SL.5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	
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.	<input type="checkbox"/> I can prepare for a class discussion and participate by using my preparations and responding to others.
SL.5.1b - Follow agreed-upon rules for discussions and carry out assigned roles.	<input type="checkbox"/> I can follow agreed-upon rules for class discussions and carryout my assigned roles.
SL.5.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<input type="checkbox"/> I can ask and answer questions during a discussion to elaborate on the remarks of others.
SL.5.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<input type="checkbox"/> I can review ideas expressed and draw conclusions using information gained in a discussion.
SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<input type="checkbox"/> I can summarize information presented orally and visually.
SL.5.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<input type="checkbox"/> I can explain the reasons and evidence a speaker uses to support the claims he or she makes. <input type="checkbox"/> I can summarize the points a speaker makes.
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.	<input type="checkbox"/> I can sequence ideas logically, using appropriate facts and details, and speak clearly and understandably while reporting on a topic or opinion.
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.	<input type="checkbox"/> I can include multimedia projects or visual displays when they will be helpful in developing the main idea or theme of my presentation.
SL.5.6 - 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 here for specific expectations.)	<input type="checkbox"/> I can use formal English when appropriate to tasks and situations.

Language

<p>L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify and use negatives and negative contractions. <input type="checkbox"/> I can identify and correct double negatives.
<p>L.5.1a - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the function of conjunctions in general and in specific sentences. <input type="checkbox"/> I can identify and use prepositional phrases. <input type="checkbox"/> I can explain the function of interjections in general and in specific sentences. <input type="checkbox"/> I can identify simple and compound sentences. <input type="checkbox"/> I can identify and correct run-on sentences. <input type="checkbox"/> I can identify subordination conjunctions. <input type="checkbox"/> I can identify appositives. <input type="checkbox"/> I can use commas to set off appositives.
<p>L.5.1b - Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can form and use perfect verb tenses. <input type="checkbox"/> I can use three perfect tenses (present, past, future) appropriately. <input type="checkbox"/> I can explain the difference between main and helping verbs.
<p>L.5.1c - Use verb tense to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use appropriate verb tense. <input type="checkbox"/> I can use the three perfect tenses (present, past, future) appropriately.
<p>L.5.1d - Recognize and correct inappropriate shifts in verb tense.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can correct inappropriate shifts in verb tense.
<p>L.5.1e - Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify simple, complete, and compound subjects and predicates. <input type="checkbox"/> I can use correlative conjunctions appropriately.
<p>L.5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can proofread to correct errors in capitalization, punctuation, and spelling.
<p>L.5.2a - Use punctuation to separate items in a series.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use a comma to separate items in a series.
<p>L.5.2b - Use a comma to separate an introductory element from the rest of the sentence.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use a comma to separate a dependent clause from the rest of the sentence.
<p>L.5.2c - 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>).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can use a comma to separate introductory words and phrases, tag lines, and direct addresses.

L.5.2d - Use underlining, quotation marks, or italics to indicate titles of works.	<input type="checkbox"/> I can use underlining, quotation marks, and italics to indicate titles of works.
L.5.2e - Spell grade-appropriate words correctly, consulting references as needed.	<input type="checkbox"/> I can spell grade-appropriate words correctly.
L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<input type="checkbox"/> I can expand, combine, and reduce sentences for purpose of meaning, interest, or style.
L.5.3b - Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.	<input type="checkbox"/> I can identify and explain dialect that is used in stories, dramas, or poems.
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.	<input type="checkbox"/> I can use sentences clues to determine the meaning of an unfamiliar word.
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.	<input type="checkbox"/> I can use context clues to figure out word meanings. <input type="checkbox"/> I can use comparison to determine the meaning of an unfamiliar word. <input type="checkbox"/> I can use cause-and-effect relationships to determine the meaning of an unfamiliar word. <input type="checkbox"/> I can use context clues in the form of definitions and restatements in order to find the meanings of unknown words.
L.5.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).	<input type="checkbox"/> I can use Greek roots to determine meanings of unfamiliar words. <input type="checkbox"/> I can explain the difference between a word's denotation and connotation.
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.	<input type="checkbox"/> I can use a thesaurus to find synonyms and antonyms. <input type="checkbox"/> I can determine the meaning or pronunciation of a word by consulting reference materials. <input type="checkbox"/> I can use print and online dictionaries to determine word meanings. <input type="checkbox"/> I can use a print dictionary and an online glossary.
L.5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<input type="checkbox"/> I can identify the difference between word denotation and connotation.
L.5.5a - Interpret figurative language, including similes and metaphors, in context.	<input type="checkbox"/> I can identify and explain similes and metaphors. <input type="checkbox"/> I can identify examples of personification.
L.5.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.	<input type="checkbox"/> I can identify and explain idioms by using context clues. <input type="checkbox"/> I can use context clues and other textual evidence to explain the meanings of adages and proverbs.

<p>L.5.5c - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none"><input type="checkbox"/> I can use synonyms and antonyms to help determine the meaning of unknown words.<input type="checkbox"/> I can use relationships between words to better understand the meaning of each individual word.<input type="checkbox"/> I can use sentences clues to determine the meaning of homographs.
<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none"><input type="checkbox"/> I can use words and phrases that I learn through listening and reading, especially words related to fifth grade topics.