

Georgia, Grade 5

Georgia Strand/Standard	Focus of Georgia Standard	For More Information
Reading Literature		
RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	R1 pp. 6–11
RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text	R2 pp. 12–17
RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text	R3 pp. 18–23
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language	R4 pp. 24–29
RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a story, drama, or poem	R5 pp. 30–35
RL.6	Describe how a narrator's or speaker's point of view influences how events are described	R6 pp. 36–41
RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text	R7 pp. 42–47
RL.8	NA	
RL.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics	R9 pp. 54–59
RL.10	Read literature of appropriate complexity independently with proficiency	R10 pp. 60–65
Reading Informational Text		
RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	R1 pp. 6–11
RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	R2 pp. 12–17
RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text, based on specific information in the text	R3 pp. 18–23
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text	R4 pp. 24–29
RI.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts	R5 pp. 30–35
RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	R6 pp. 36–41
RI.7	Draw on information from multiple sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently	R7 pp. 42–47
RI.8	Explain how an author uses reasons and evidence to support particular points in a text	R8 pp. 48–53
RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject	R9 pp. 54–59
RI.10	Read and comprehend appropriately complex informational texts independently and proficiently	R10 pp. 60–65
Reading Foundational Skills		
RF.3	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 214–219
RF.4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension	RF4 pp. 220–225
Writing		
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information	W1 pp. 70–75
W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly	W2 pp. 76–81
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	W3 pp. 82–87
W.4	Produce writing in which the development and organization are appropriate to the task, purpose, and audience	W4 pp. 88–93

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Writing		
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 94–99
W.6	Use technology to produce and publish writing; demonstrate keyboarding skills	W6 pp. 100–105
W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	W7 pp. 106–111
W.8	Recall information from experiences or gather information from print and digital sources	W8 pp. 112–117
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research	W9 pp. 118–123
W.10	Write routinely over shorter and extended time frames	W10 pp. 124–129
Speaking and Listening		
SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 134–139
SL.2	Summarize a written text read aloud or information presented in diverse media and formats	SL2 pp. 140–145
SL.3	Summarize points a speaker makes and explain how each claim is supported by reasons and evidence	SL3 pp. 146–151
SL.4	Report on a topic or text or present an opinion, using appropriate facts and details to support main ideas and themes	SL4 pp. 152–157
SL.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes	SL5 pp. 158–163
SL.6	Adapt speech to a variety of contexts, using formal English when appropriate to task and situation	SL6 pp. 164–169
Language		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 174–179
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 180–185
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 186–191
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 192–197
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 198–203
L.6	Acquire and use accurately general academic and domain-specific words and phrases	L6 pp. 204–209