

West Virginia, Grade 5

| West Virginia Strand/Standard | Focus of West Virginia Standard | For More Information |
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| Reading Literature | | |
| R.C1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text | R1 pp. 6–11 |
| R.C1.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text | R2 pp. 12–17 |
| R.C1.3 | 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 |
| RC2.1 | Determine the meaning of words and phrases as they are used in a text, including figurative language | R4 pp. 24–29 |
| R.C2.2 | 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 |
| R.C2.3 | Describe how a narrator's or speaker's point of view influences how events are described | R6 pp. 36–41 |
| R.C3.1 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text | R7 pp. 42–47 |
| R.C3.2 | Compare and contrast stories in the same genre on their approaches to similar themes and topics | R9 pp. 54–59 |
| R.C4.1 | Read literature of appropriate complexity independently with proficiency | R10 pp. 60–65 |
| Reading Informational Text | | |
| R.C1.4 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text | R1 pp. 6–11 |
| R.C1.5 | 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 |
| R.C1.6 | 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 |
| R.C2.4 | Determine the meaning of general academic and domain-specific words and phrases in a text | R4 pp. 24–29 |
| R.C2.5 | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts | R5 pp. 30–35 |
| R.C2.6 | 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 |
| R.C3.3 | 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 |
| R.C3.4 | Explain how an author uses reasons and evidence to support particular points in a text | R8 pp. 48–53 |
| R.C3.5 | Integrate information from several texts on the same topic in order to write or speak about the subject | R9 pp. 54–59 |
| R.C4.2 | Read and comprehend appropriately complex informational texts independently and proficiently | R10 pp. 60–65 |
| Reading Foundational Skills | | |
| R.C7.1 | Phonics: Know and apply grade-level phonics and word analysis skills in decoding words | RF3 pp. 214–219 |
| R.C8.1 | Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension | RF4 pp. 220–225 |
| Writing | | |
| W.C9.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information | W1 pp. 70–75 |
| W.C9.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly | W2 pp. 76–81 |
| W.C9.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | W3 pp. 82–87 |
| W.C10.1 | Produce writing in which the development and organization are appropriate to the task, purpose, and audience | W4 pp. 88–93 |
| W.C10.2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach | W5 pp. 94–99 |
| W.C10.3 | Use technology to produce and publish writing; demonstrate keyboarding skills | W6 pp. 100–105 |

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| Writing | | |
| W.C11.1 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic | W7 pp. 106–111 |
| W.C11.2 | Recall information from experiences or gather information from print and digital sources | W8 pp. 112–117 |
| W.C11.3 | Draw evidence from literary or informational texts to support analysis, reflection, and research | W9 pp. 118–123 |
| W.C12.1 | Write routinely over shorter and extended time frames | W10 pp. 124–129 |
| Speaking and Listening | | |
| SL.C13.1 | 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.C13.2 | Summarize a written text read aloud or information presented in diverse media and formats | SL2 pp. 140–145 |
| SL.C13.3 | Summarize points a speaker makes and explain how each claim is supported by reasons and evidence | SL3 pp. 146–151 |
| SL.C14.1 | 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.C14.2 | Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes | SL5 pp. 158–163 |
| SL.C14.3 | Adapt speech to a variety of contexts, using formal English when appropriate to task and situation | SL6 pp. 164–169 |
| Language | | |
| L.C15.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 pp. 174–179 |
| L.C15.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 pp. 180–185 |
| L.C16.1 | Use knowledge of language and its conventions when writing, speaking, reading, or listening | L3 pp. 186–191 |
| L.C17.1 | 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.C17.2 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | L5 pp. 198–203 |
| L.C17.3 | Acquire and use accurately general academic and domain-specific words and phrases | L6 pp. 204–209 |