

Wyoming Public Schools 5th Grade ELA Essential Standards

ELA Essential Standard	Student Friendly Language	Family Friendly Language
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can use correct grammar and language when I write, speak, read, or listen.	Your child is learning to use correct grammar, punctuation, and language rules when speaking, writing, reading, or listening, so they can communicate clearly and effectively.
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.	I can figure out what new or tricky words mean by using different strategies.	Your child is learning how to understand unfamiliar or multi-meaning words by using tools like context clues, word parts (prefixes, suffixes, roots), or a dictionary to make sense of what they read.
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.	I can find the theme or message in a story, play, or poem and tell how it's shown through details. I can also summarize the text.	Your child is learning to figure out the big idea or message in a story, play, or poem by paying attention to how characters handle challenges or how a speaker shares thoughts. They also practice writing summaries that include only the most important parts of the text.
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I can use exact quotes from a text to explain what it says and to support my own ideas about it.	Your child is learning to find and use exact words from what they read to explain what the author clearly says and to support their own thinking about what the author means. This helps build strong reading comprehension and reasoning skills.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I can find two or more main ideas in a text, explain how details support them, and write a summary.	Your child is learning to identify the most important ideas in a nonfiction text and explain how details support those ideas. They also practice writing clear summaries that include the key points without adding personal opinions.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text,	I can explain how an author uses reasons and evidence to support their ideas in a text.	Your child is learning to understand how an author backs up their ideas with reasons and

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identifying which reasons and evidence support which point(s).		evidence. They practice identifying which facts or examples support each point the author makes, helping them become stronger critical thinkers and readers.
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	I can read accurately and smoothly so I understand what I'm reading.	Your child is learning to read with the right speed, accuracy, and expression. This helps them better understand what they read and enjoy it more.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	I can write clearly and organize my ideas in a way that fits the topic, purpose, and audience.	Your child is learning to plan and organize their writing so it makes sense for the topic they are writing about, the reason they are writing, and who will be reading it. This helps them become effective and thoughtful communicators.
SL.5.1 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 their own clearly.	I can take part in different kinds of discussions by listening, sharing my ideas clearly, and building on what others say.	Your child is learning how to participate in conversations with classmates and teachers—whether in pairs, small groups, or whole-class discussions. They practice listening carefully, speaking clearly, and adding to the ideas of others to help the group learn together.