

**Language Arts Florida Standards (LAFS)
Grade 5**

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.5.RL.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RL.1.2	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>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RL.1.3	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). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RL.2.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RL.2.6	Describe how a narrator’s or speaker’s point of view influences how events are described. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.5.RL.3.7	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). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

LAFS.5.RL.3.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.5.RL.4.10	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)	
Cluster 3: Phonics and Word Recognition	
STANDARD CODE	STANDARD
LAFS.5.RF.3.3	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. <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 4: Fluency	
STANDARD CODE	STANDARD
LAFS.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RI.1.3	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.5.RI.2.4	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> . <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RI.2.5	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.5.RI.3.7	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.5.RI.4.10	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.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
STANDARD CODE	STANDARD
LAFS.5.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

LAFS.5.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
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Cluster 2: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LAFS.5.W.2.4	<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.5.W.2.5	<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 on pages 28 and 29.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.5.W.2.6	<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> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	STANDARD
LAFS.5.W.3.7	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.5.W.3.8	<p>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>

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>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]”).</p>
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing	
STANDARD CODE	STANDARD
LAFS.5.W.4.10	<p>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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
STANDARD CODE	STANDARD
LAFS.5.SL.1.1	<p>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.</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. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.5.SL.1.2	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.5.SL.1.3	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.5.SL.2.4	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.SL.2.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.SL.2.6	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 on pages 28 and 29 for specific expectations.) <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
STANDARD CODE	STANDARD
LAFS.5.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Demonstrate fluent and legible cursive writing skills. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. d. Use verb tense to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions (e.g., either/or, neither/nor). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.5.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (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>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 2: Knowledge of Language	
STANDARD CODE	STANDARD
LAFS.5.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	STANDARD
LAFS.5.L.3.4	<p>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.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). 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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>
LAFS.5.L.3.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.5.L.3.6	<p>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>

