

Reading Literature			
Updated Standards (2026)	Complexity a	Complexity b	Complexity c
<i>Key Ideas and Details</i>			
<p><b>RL.5.1</b> Use text evidence and direct quotes to demonstrate understanding of a literary text (story, drama, or poem).</p> <p>a. Provide details and direct quotes explicitly stated in the text.</p> <p>b. Use explicitly stated details and direct quotes from the text to make and support inferences.</p>	<p>Answer a literal question by referencing text evidence from a literary text (story, drama, or poem).</p>	<p>Describe characters, settings, or events in a literary text based on a quote from the text (story, drama, or poem).</p>	<p>Match characters, settings, or events in a literary text to a quote from the text (story, drama, or poem).</p>
<p><b>RL.5.2</b> Analyze literary text development.</p> <p>a. Explain a theme of a literary text using details, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a theme.</p> <p>b. Summarize a literary text, including a theme inferred from details in the text.</p>	<p>Select the overarching message or theme in a story, drama, or poem.</p>	<p>Match the overarching message or theme to a character's response to a challenge in a story or drama.</p>	<p>Identify how characters in a story or drama respond to a challenge.</p>
<p><b>RL.5.3</b> Compare and contrast two or more characters, settings, perspectives, or events in a literary text, using specific details (e.g., how characters interact).</p>	<p>Identify the similarities between two characters, settings or events in a literary text.</p>	<p>Identify the differences between two characters, settings or events in a literary text.</p>	<p>Identify a character, setting, and an event in a literary text.</p>
<i>Craft and Structure</i>			
<p><b>RL.5.4</b> Identify the meaning of figurative language such as similes, metaphors, and idioms and determine how they are used in the text.</p>	<p>Given an array of choices, identify an idiom.</p>	<p>Given an array of choices, identify a metaphor.</p>	<p>Given an array of choices, identify a simile.</p>
<p><b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Identify common elements of a poem (e.g., stanzas, rhyming patterns, rhythm).</p>	<p>Identify common elements of a drama (e.g., scenes, character scripts, stage directions).</p>	<p>Identify common elements of a story (e.g., chapters, characters, setting).</p>

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<b>RL.5.6</b> Identify the point of view in a literary text and explain how the narrative would be different if told from another character’s perspective.	Identify the emotion, feeling, or motivation that would change if told from another character’s perspective in a given literary text.	Match the storyteller with their perspective (emotion, feeling, or motivation) in a given literary text.	Identify who is telling the story (narrator vs. character) in a given literary text
<i>Integration of Knowledge and Ideas</i>			
<b>RL.5.7</b> Analyze how a visual element, multimedia performance, and/or oral reading contribute to the meaning, tone, mood, or appeal of a literary text.	Match a given visual or multimedia element (e.g., illustrations, video, sound effects, and music) with the meaning, tone, or mood that the literary text conveys.	Match a given visual or multimedia element (e.g. illustration, video, sound effect, or music) to the tone or mood it helps convey.	Identify the visual or multimedia elements presented in a literary text (e.g., illustrations, video, sound effects, and music).
<b>RL.5.8</b> (Not applicable to literature)	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>RL.5.9</b> Compare and contrast stories within the same genre on their development of similar themes and topics. a. Identify an implied theme, explicit theme, or life lesson. b. Analyze a shared theme and explain its development across genres.	Given details from stories in the same genre. match the two that have a similar theme.	Describe similarities or differences between two stories in the same genre.	Identify a common life lesson from two stories in the same genre.
<i>Range of Reading and Level of Text Complexity</i>			
<b>RL.5.10</b> Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed.

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	experience in order to make text-to-self or text-to-text connections and comparisons.	experience in order to make text-to-self connections.	

Reading Informational			
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<i>Key Ideas and Details</i>			
<b>RI.5.1</b> Use text evidence and direct quotes to demonstrate understanding of an informational text (e.g., historical, scientific, and technical text). a. Select relevant direct quotes to answer questions about an informational text. b. Use relevant direct quotes to make and support inferences.	Answer a question by selecting relevant text evidence from an informational text.	Given an array of choices, select the relevant direct quote to answer a question about an informational text.	Identify a direct quote from a given informational text.
<b>RI.5.2</b> Analyze development of ideas in informational text(s). a. Determine the main idea(s) of a text and explain how they are supported by key details. b. Summarize an informational text, including main idea(s) and key details, as well as other important information.	After reading/listening to a short informational text, identify the summary that best matches the provided text.	Given supporting details, identify the main idea from the text.	Match a main idea with supporting details from the text.
<b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, based on specific information in the text(s).	Identify the relationships or interactions between two or more individuals, events, or concepts in a given informational text.	Match an individual with an event or idea in a given informational text.	Identify an individual or event from a given informational text.

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<i>Craft and Structure</i>			
<b>RI.5.4</b> Determine the meaning of both general academic and domain-specific words and phrases in informational text(s).	Given a word’s meaning, find the word in an informational text.	Match a word to its meaning based on how it is used in grade-level informational text.	Match pictures or objects to words based on how they are used in grade-level informational text.
<b>RI.5.5</b> Compare and contrast the overall structure (e.g., description, chronology/sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Given two informational texts, classify the overall structure of each text as problem/solution, chronology/sequence, or compare/contrast.	Given two informational texts, classify the overall structure of each text as description or cause/effect.	Match the chronology within an informational text to a timeline of events.
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	Explain the differing perspectives in two texts on the same topic. Note the details that contribute to each perspective.	Identify the similarities and differences in viewpoints between two texts about the same topic.	Identify a similarity or difference in viewpoints between two texts about the same topic.
<i>Integration of Knowledge and Ideas</i>			
<b>RI.5.7</b> Use information from multiple print or digital sources. a. Locate specific facts, details, or evidence in a text efficiently. b. Integrate information from two or more sources to answer questions or explain ideas.	Identify facts, details, or evidence in multiple informational texts to answer a question or support an idea.	Identify details or evidence in an informational text to answer a question or support an idea.	Identify a fact or detail in an informational text to answer a question or support an idea.
<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text and make inferences based on those points.	Identify specific evidence the author uses to support their	Identify two or more of the author’s reasons for supporting a particular	Identify one or more of the author’s reasons for supporting a particular

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	particular position in an informational text.	position in an informational text.	position in an informational text.
<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Given two informational texts on the same topic, select one detail from each text to form a combined statement.	Given two informational texts on the same topic, select a statement that combines information from both texts.	Given an array of choices, select two texts that provide information about the same central idea (e.g., protecting the rainforest is important).
<i>Range of Reading and Level of Text Complexity</i>			
<b>RI.5.10</b> Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed.

Reading Foundational			
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<i>Phonics and Word Recognition</i>			
<p><b>RF.5.3</b> Decode multisyllabic words, aligned with scope and sequence of adopted HQIM, using:</p> <ul style="list-style-type: none"> <li>a. Phoneme-grapheme correspondences</li> <li>b. Syllabication patterns</li> <li>c. Morphological structures (e.g., roots and affixes)</li> </ul>	<p>Apply phonics skills and syllable division rules to decode common phonetically regular two-and three-syllable words (e.g., laptop, fantastic, complete).</p>	<p>Apply phonics skills to decode words. Use knowledge of letter-sound correspondence to read unfamiliar words including words with common roots.</p>	<p>Divide given words into syllables visually and/or orally.</p>
<i>Fluency</i>			
<p><b>RF.5.4</b> Read texts with sufficient fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from the text.</li> <li>b. Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 146 words correct per minute (wcpm) by the end of fifth grade.</li> <li>c. Self-monitor word recognition and understanding, rereading as necessary.</li> </ul>	<p>Independently read (orally or silently) a complete story from a controlled or decodable text and answer a comprehension question.</p>	<p>Independently read (orally or silently) a passage from a controlled or decodable text and identify an image that represents the content of the passage.</p>	<p>Independently read (orally or silently) two 5-7 word phonetically decodable sentences and identify an image(s) that represents the content of the sentences.</p>

Writing Foundations			
New Standards (2026)	Complexity a	Complexity b	Complexity c
<p><b>WF.5.1</b> Write fluently and legibly in manuscript and/or cursive.</p> <ol style="list-style-type: none"> <li>Write legibly to communicate and support sustained compositions across tasks.</li> <li>Place text elements correctly on the page (e.g., headings, titles, paragraph indentations).</li> </ol>	Using individualized tools, capture an idea or thought in print at the sentence level.	Using individualized tools, capture an idea or thought in print at the word or phrase level.	Produce legible writing using individualized tools.
<p><b>WF.5.2</b> Encode words, aligned with scope and sequence of adopted HQIM, such as:</p> <ol style="list-style-type: none"> <li>Multisyllabic words using knowledge of syllable types.</li> <li>Unfamiliar multisyllabic words, using knowledge of roots, prefixes, and suffixes.</li> <li>High-frequency words, using morphological structures.</li> </ol>	<p>Encode:</p> <ul style="list-style-type: none"> <li>A syllable in an unfamiliar word;</li> <li>A learned prefix, root, or suffix; or</li> <li>A learned high-frequency word.</li> </ul>	Encode a syllable within a multisyllabic word.	Encode letters representing the initial, medial and final sound(s) in a syllable or monosyllabic word.
<p><b>WF.5.3</b> Write in complete sentences to demonstrate knowledge of conventions.</p> <ol style="list-style-type: none"> <li>Use varied pronouns and their antecedents correctly in composing and revising writing (e.g., <u>Eddie</u> played <u>his</u> guitar; <u>Sarah and Megan</u> played <u>their</u> instruments.).</li> <li>Use subject-verb agreement correctly when composing and revising writing.</li> <li>Use verb tenses to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct shifts in verb tense, including subject-verb agreement.</li> <li>Use perfect verb tenses to compose and revise writing. (e.g., <u>I have</u> finished my work. <u>She has</u> finished her work.</li> </ol>	Produce a compound or complex sentence with a conjunction, using individualized tools.	Produce a simple sentence with pronouns, verb tenses, and ending punctuation, using individualized tools.	Build a simple sentence given a sentence template or frame and an array of pronouns, verb tenses, and ending punctuation, using individualized tools.

f. Use correlative conjunctions correctly when composing and revising writing (e.g., You can have <u>either</u> cake <u>or</u> pie for dessert).			
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Writing			
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<i>Text Types and Purposes</i>			
<p><b>W.5.1</b> Write opinion pieces that include:</p> <ul style="list-style-type: none"> <li>a. An introduction with a clear topic;</li> <li>b. A stated opinion;</li> <li>c. Logically ordered reasons supported by facts and details;</li> <li>d. A concluding statement;</li> <li>e. Organizational structure to support the writer’s purpose;</li> <li>f. Linking words, phrases, and clauses;</li> <li>g. Precise language and/or domain-specific vocabulary;</li> <li>h. Sentence variety; and</li> <li>i. Grade-level spelling.</li> </ul>	<p>Given a partially completed template or graphic organizer, compose a paragraph based on an opinion that includes:</p> <ul style="list-style-type: none"> <li>• a topic sentence,</li> <li>• supporting details, and</li> <li>• concluding statement.</li> </ul>	<p>Given a partially completed template with a topic sentence, compose an opinion statement and a concluding statement related to the opinion.</p>	<p>Given a partially completed template, compose an opinion statement and use a linking word to support the opinion.</p>
<p><b>W.5.2</b> Write informative/explanatory pieces that include:</p> <ul style="list-style-type: none"> <li>a. An introduction with a clear topic and focus;</li> <li>b. Facts, definitions, concrete details, quotations and examples to develop the topic;</li> <li>c. A concluding statement;</li> <li>d. Organizational structure to support the writer’s purpose;</li> <li>e. Linking words, phrases and clauses;</li> </ul>	<p>Given a partially completed template or graphic organizer, compose a paragraph based on a given topic, including an introductory sentence, supporting details, and concluding statement.</p>	<p>Given a partially completed template with an introductory sentence, compose supporting details and a concluding statement related to the given topic.</p>	<p>Given a partially completed template, compose a sentence that includes one concrete fact and domain-specific vocabulary.</p>

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<ul style="list-style-type: none"> <li>f. Precise language and domain-specific vocabulary;</li> <li>g. Sentence variety; and</li> <li>h. Grade-level spelling.</li> </ul>			
<p><b>W.5.3</b> Write narratives that develop real or imagined sequenced events including:</p> <ul style="list-style-type: none"> <li>a. An introduction;</li> <li>b. A situation with a narrator and/or characters;</li> <li>c. Dialogue, description, and pacing to develop experiences and events;</li> <li>d. A conclusion;</li> <li>e. Organizational structure to support the writer’s purpose;</li> <li>f. Transitional words, phrases, and clauses;</li> <li>g. Precise language and sensory details;</li> <li>h. Sentence variety; and</li> <li>i. Grade-level spelling.</li> </ul>	Given a partially completed template, compose a narrative that includes sensory details about the character, setting, and events.	Given a partially completed template, compose a narrative using transitional words to organize the sequence of events.	Given a partially completed template, compose an imagined narrative including a beginning, middle, and end.
<i>Production and Distribution of Writing</i>			
<b>W.5.4</b> Produce clear and coherent writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	With gradually fading adult support, produce multiple sentences that are organized for a specific task or purpose.	With gradually fading adult support, produce a topic sentence for a specific task or audience.	With gradually fading adult support, contribute ideas to produce collaborative group writing.
<b>W.5.5</b> With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.	With gradually fading adult support, identify edits specific to capitalization, punctuation, spelling,	With gradually fading adult support, organize multiple given sentences into a logically-sequenced paragraph.	With gradually fading adult support, identify punctuation symbols and their placement at the end of the sentence.

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	and organization in a given paragraph.		
<b>W.5.6</b> With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.
<i>Research to Build and Present Knowledge</i>			
<b>W.5.7</b> Use relevant information from personal experiences or sources to: a. Take notes; b. Summarize or paraphrase information; and c. Provide a list of sources.	Identify sources and record notes on a topic.	Given information from a source (e.g., an experience, a video, a passage), select a sentence that summarizes the information presented.	Record information about a personal experience.
<b>W.5.8</b> Engage in independent research projects that investigate different aspects of a topic by: a. Using multiple sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence variety.	Given a template, record notes during two or more observations as part of a short research project.	Given a template, record information from a source(s) to compose a short research report.	Given a source, explore a topic and record relevant information.
<b>W.5.9</b> Use evidence from grade-level literary or informational texts to support analysis, reflection, and research.	Organize notes on given topic to begin the development of a short research project.	Select notes related to grade-level topics using literary or informational materials to support understanding (e.g., gathering information about Ohio to support	Match literary and informational texts on the same topic.

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		background knowledge in a narrative set in Ohio).	
<i>Range of Writing</i>			
<b>W.5.10</b> Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.	Plan and draft writing routinely in a single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Speaking and Listening			
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<i>Comprehension and Collaboration</i>			
<b>SL.5.1</b> Participate in discussions about fifth grade topics and texts in pairs, small groups, or whole-class settings, following agreed upon rules. <ul style="list-style-type: none"> <li>a. Come to discussions prepared (having read and/or studied materials).</li> <li>b. Explicitly use the information known about the topic to explore ideas under discussion.</li> <li>c. Complete assigned roles.</li> <li>d. Make comments that further the discussion, elaborating on and drawing conclusions from the remarks of others.</li> <li>e. Pose and respond to specific questions to clarify or follow up on information.</li> </ul>	Participate in discussions with others by asking and answering questions on fifth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized tools as needed.	Participate in discussions with others by answering questions on fifth grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized tools as needed.	Engage in discussions with others by answering questions on fifth grade topics and texts. Use individualized tools as needed.

Speaking and Listening			
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<b>SL.5.2</b> Summarize a presentation (i.e., read-aloud, multimedia, oral), including information shown in text features, such as charts, diagrams, graphs, tables, or images.	After a presentation, select a summary that matches the main idea from the presentation (i.e., graph, table, diagram).	Identify paraphrased details after a presentation.	Identify the topic of a presentation that uses visual text features (i.e., graph, table, diagram).
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Identify key points a speaker makes and support each point with at least one detail.	Identify a key point of a speaker’s presentation.	Given a key point, identify a supporting detail presented by the speaker.
<i>Presentation of Knowledge and Ideas</i>			
<b>SL.5.4</b> Report on an informational topic or present an opinion using: <ul style="list-style-type: none"> <li>a. Logically sequenced details;</li> <li>b. Appropriate facts and relevant, descriptive details to support main ideas or themes;</li> <li>c. Clear speech at an understandable pace.</li> </ul>	Communicate an opinion about a topic in an organized manner with descriptive detail(s). Use individualized tools as needed.	Communicate about a topic with appropriate facts and/or sequential details. Use individualized tools as needed.	Communicate about a topic or event in the appropriate sequence using the terms “first” and “then,”. Use individualized tools as needed.
<b>SL.5.5</b> Create multimedia presentations of literary and informational text; add visual displays when appropriate to enhance the development of main ideas or themes.	Present a main idea or theme through the use of multimedia within a presentation.	Create a short presentation that includes multimedia.	Select multimedia to contribute to a group presentation.
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal language when appropriate to task and situation.	Communicate in sentences using formal language that is specific to the purpose or audience. Use individualized tools as needed.	Determine whether to use formal or informal communication based on the task or situation.	Use formal and informal language to communicate with others. Use individualized tools as needed.

Language			
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<i>Conventions to Standard English</i>			
<p><b>L.5.1</b> Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Define conjunction, preposition, and interjection and explain their function in particular sentences.</li> <li>b. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions (e.g., Matt completed the task; Matt has completed the task; Matt will complete the task; Matt will have completed the task by the end of the day).</li> <li>d. Use consistent verb tenses within and across sentences and recognize and correct incorrect shifts in verb tense (e.g., “Yesterday she <u>walked</u> to the playground, <del>talks</del> <u>talked</u> to her friends, and <u>played</u> basketball”).</li> <li>e. Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>	<p>Produce a sentence that includes a conjunction when writing or speaking. Use individualized tools as needed.</p>	<p>Produce a simple sentence that includes a prepositional phrase or interjection when writing or speaking. Use individualized tools as needed.</p>	<p>Produce a simple sentence containing a noun, a verb, and an adjective when writing or speaking. Use individualized tools as needed.</p>
<p><b>L.5.2</b> Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> </ul>	<p>Generate a written sentence with correct capitalization, punctuation, and spelling, using grade-level spelling patterns</p>	<p>Generate a written sentence with correct capitalization and spelling, using grade-level spelling patterns and meaningful word</p>	<p>Generate simple sentences that include independent spelling of common words. Use individualized tools as needed.</p>

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<ul style="list-style-type: none"> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>d. Underline, italicize, or use quotation marks to indicate titles of works.</li> <li>e. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed.</li> </ul>	and meaningful word parts. Use individualized tools as needed.	parts. Use individualized tools as needed.	
<i>Knowledge of Language</i>			
<p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in texts.</li> </ul>	Expand or combine sentences when speaking or writing. Use individualized tools as needed.	Use a variety of sentence structures (e.g., simple, compound) when speaking or writing. Use individualized tools as needed.	Use words and phrases to convey thoughts or feelings when speaking or writing. Use individualized tools as needed.
<i>Vocabulary Acquisition and Use</i>			
<p><b>L.5.4</b> Determine or clarify the meaning of unknown words or multiple-meaning words and phrases.</p> <ul style="list-style-type: none"> <li>a. Use context within and beyond a sentence to determine the meaning of a word or phrase.</li> </ul>	Select an image that represents the meaning of a written word or phrase.	Use print and/or digital resources to identify the meaning of root or affix.	Select an image that represents the meaning of a root or affix in a written word.

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<ul style="list-style-type: none"> <li>b. Use common Latin and Greek affixes and roots to determine the meaning of a word (e.g., photograph, photosynthesis).</li> <li>c. Use print and/or digital resources (e.g., dictionaries, glossaries, thesauruses) to support pronunciation and clarify the precise meaning of key words and phrases.</li> </ul>			
<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	Identify the meanings of common idioms, similes, and metaphors.	Given a category, select related words through shades of meaning (e.g., freezing, cold, cool, frigid, icy).	Given a pair of words, identify if the words are synonyms or antonyms.
<p><b>L.5.6</b> Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds, including those that signal logical relationships (e.g., however, similarly, moreover).</p>	Communicate using grade-level/age-appropriate words and phrases that signal logical relationships (e.g., in addition, also). Use individualized tools as needed.	Communicate using grade-level/age-appropriate words that signal logical relationships (e.g., like, such as). Use individualized tools as needed.	Communicate using grade-level/age-appropriate words. Use individualized tools as needed.