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| **Common Core Standards 5th Grade** |  |  |  |  |
| **Reading Literature (RL)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details** * RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the * text. |  |  |  |  |
| * 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. |  |  |  |  |
| * RL.5.3. 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). |  |  |  |  |
| **Craft and Structure**   * RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as * metaphors and similes. |  |  |  |  |
| * RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, * drama, or poem. |  |  |  |  |
| * RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described. |  |  |  |  |
| * **Integration of Knowledge and Ideas** * RL.5.7. 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). |  |  |  |  |
| * RL.5.8. (Not applicable to literature) |  |  |  |  |
| * RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to * similar themes and topics. |  |  |  |  |
| * RL.5.10. 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. |  |  |  |  |
| **Reading: Informational Text (RI)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details** * RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the * text. |  |  |  |  |
| * RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |  |  |  |  |
| * RI.5.3. 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. |  |  |  |  |
| **Craft and Structure**   * RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5* * *topic or subject area*. |  |  |  |  |
| * RI.5.5. 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. |  |  |  |  |

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| * **Reading Informational Text (RI) Continued** | **1** | **2** | **3** | **4** |
| * RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of * view they represent. |  |  |  |  |
| **Integration of Knowledge and Ideas**  RI.5.7. 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. |  |  |  |  |
| * RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons * and evidence support which point(s). |  |  |  |  |
| * RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject * knowledgeably. |  |  |  |  |
| * RI.5.10. 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. |  |  |  |  |
| **Reading: Foundational Skills (RF)** | **1** | **2** | **3** | **4** |
| *Phonics and Word Recognition* |  |  |  |  |
| * RF.5.3. 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. |  |  |  |  |
| *Fluency* |  |  |  |  |
| RF.5.4. Read with sufficient accuracy and fluency to support comprehension |  |  |  |  |
| * + A. Read grade-level text with purpose and understanding. |  |  |  |  |
| * + B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |  |  |  |  |
| * + C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |
| **Writing (W)** | **1** | **2** | **3** | **4** |
| * **Text Types and Purposes** * W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |  |  |  |  |
| * + 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. |  |  |  |  |
| * W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |  |  |  |  |
| * + 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*). |  |  |  |  |
| * **Writing (W) continued** | **1** | **2** | **3** | **4** |
| * 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. |  |  |  |  |
| * W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and * clear event sequences. |  |  |  |  |
| * + A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence   + that unfolds naturally. |  |  |  |  |
| * + B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the   + responses of characters to situations. |  |  |  |  |
| * + C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |  |  |  |  |
| * + D. Use concrete words and phrases and sensory details to convey experiences and events precisely. |  |  |  |  |
| * + E. Provide a conclusion that follows from the narrated experiences or events. |  |  |  |  |
| * **Production and Distribution of Writing** * W.5.4. 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.) |  |  |  |  |
| * W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, * editing, rewriting, or trying a new approach. |  |  |  |  |
| * W.5.6. 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. |  |  |  |  |
| **Research to Build and Present Knowledge**   * W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different * aspects of a topic. |  |  |  |  |
| * W.5.8. 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. |  |  |  |  |
| * W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |  |  |  |
| * + 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]”). |  |  |  |  |
| * 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]”). |  |  |  |  |
| * W.5.10. 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. |  |  |  |  |
| **Speaking and Listening (SL)** | **1** | **2** | **3** | **4** |
| **Comprehension and Collaboration**   * 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. |  |  |  |  |

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| **Speaking and Listening (SL) continued** | **1** | **2** | **3** | **4** |
| * + 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. |  |  |  |  |
| * + B. Follow agreed-upon rules for discussions and carry out assigned roles. |  |  |  |  |
| * + C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the   + remarks of others. |  |  |  |  |
| * + D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the   + discussions. |  |  |  |  |
| * SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, * quantitatively, and orally. |  |  |  |  |
| * SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |  |  |  |  |
| **Presentation and Knowledge of Ideas**   * SL.5.4. 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. |  |  |  |  |
| * SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to * enhance the development of main ideas or themes. |  |  |  |  |
| * SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |  |  |  |  |
| **Language (L)** | **1** | **2** | **3** | **4** |
| **Conventions of Standard Language**   * L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |  |  |
| * + A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular   + sentences. |  |  |  |  |
| * + B. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. |  |  |  |  |
| * + C. Use verb tense to convey various times, sequences, states, and conditions. |  |  |  |  |
| * + D. Recognize and correct inappropriate shifts in verb tense.\* |  |  |  |  |
| * E. Use correlative conjunctions (e.g., *either/or, neither/nor*). |  |  |  |  |
| * L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |
| * + 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., *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?*). |  |  |  |  |
| * + D. Use underlining, quotation marks, or italics to indicate titles of works. |  |  |  |  |
| * + E. Spell grade-appropriate words correctly, consulting references as needed. |  |  |  |  |

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| **Language (L) continued** | **1** | **2** | **3** | **4** |
| * **Knowledge of Language**   + L. 5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |  |
| * + A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |  |  |  |  |
| * B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems. |  |  |  |  |
| **Vocabulary and Acquisition of Use**   * 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. |  |  |  |  |
| * + A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |  |  |  |  |
| * + B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,   + *photograph, photosynthesis*). |  |  |  |  |
| * C. 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. |  |  |  |  |
| * L. 5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |
| * + A. Interpret figurative language, including similes and metaphors, in context. |  |  |  |  |
| * + B. Recognize and explain the meaning of common idioms, adages, and proverbs. |  |  |  |  |
| * C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of * the words. |  |  |  |  |
| * L.5.6 . Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including * those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly,* * *moreover, in addition*). |  |  |  |  |