|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * **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.
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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*).
 |  |  |  |  |