

Main Criteria: Common Core State Standards
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Language Arts
Grade: 5

Correlation Options: Show All

| Main Criteria Standards | California Content Standards | Pennsylvania Core and Academic Standards |
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| Language Arts | | |
| Grade 5 | | |
| <p>STANDARD: CCSS.ELA-Literacy.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> | <p>CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> <p>RL.5.6. - Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>SL.5.2. - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>CC.1.3.5.A. - Determine a theme of a text 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.</p> |

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| <p>STANDARD: CCSS.ELA-Literacy.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).</p> | <p>RL.5.3. - Compare and contrast two or more characters, settings, or events in a story or W.5.9.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>CC.1.3.5.C. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>L.5.5.a. - Interpret figurative language, including similes and metaphors, in context. 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. (See grade 5 Language standards 4-6 for additional expectations.) CA</p> | <p>CC.1.2.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. CC.1.3.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> | <p>CC.1.3.5.E. - 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>STANDARD: CCSS.ELA-Literacy.RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p> | <p>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.5.6. - Describe how a narrator's or speaker's point of view influences how events are described.</p> | <p>CC.1.3.5.A. - Determine a theme of a text 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.</p> |

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| STANDARD: CCSS.ELA-Literacy.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.5.7. - 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). | CC.1.3.5.G. - 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). |
| STANDARD: CCSS.ELA-Literacy.RL.5.8 - (Not applicable to literature) | RL.5.8. - (Not applicable to literature) | - Intentionally Blank |
| STANDARD: CCSS.ELA-Literacy.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.5.9. - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | CC.1.3.5.H. - Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. |
| STANDARD: CCSS.ELA-Literacy.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. | RF.5.4.a. - Read on-level text with purpose and understanding. RF.5.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 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. | CC.1.1.5.E.1. - Read on-level text with purpose and understanding. CC.1.3.5.A. - Determine a theme of a text 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. CC.1.3.5.K. - Read and comprehend literary fiction on grade level, reading independently and proficiently. |
| STANDARD: CCSS.ELA-Literacy.RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. |

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| | <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> | <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> | <p>RI.5.2. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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).</p> <p>SL.5.2. - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.5.9.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> | <p>CC.1.2.5.A. - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.H. - Determine how an author supports particular points in a text through reasons and evidence.</p> <p>CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> <p>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.</p> | <p>CC.1.2.5.C. - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> |

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| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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).</p> <p>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. (See grade 5 Language standards 4-6 for additional expectations.) CA</p> | <p>CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> <p>RI.5.6. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9. - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>CC.1.2.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.I. - Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> |

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| <p>STANDARD: CCSS.ELA-Literacy.RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | <p>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.</p> <p>RI.5.6. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9. - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>CC.1.2.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.I. - Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>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.</p> | <p>CC.1.2.5.G. - 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.</p> <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W. - 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> |
| <p>STANDARD: CCSS.ELA-Literacy.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).</p> | <p>RI.5.2. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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).</p> | <p>CC.1.2.5.A. - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.H. - Determine how an author supports particular points in a text through reasons and evidence.</p> |

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| | W.5.9.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]”). | CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. |
| STANDARD: CCSS.ELA-Literacy.RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | <p>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.</p> <p>RI.5.6. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9. - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>CC.1.2.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CC.1.2.5.I. - Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.5.D. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> |
| STANDARD: CCSS.ELA-Literacy.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. | <p>RF.5.4.a. - Read on-level text with purpose and understanding.</p> <p>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.</p> <p>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.</p> | <p>CC.1.1.5.E.1. - Read on-level text with purpose and understanding.</p> <p>CC.1.2.5.C. - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p> <p>CC.1.2.5.L. - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> |
| EXPECTATION: CCSS.ELA-Literacy.RF.5.3a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in | L.5.4.b. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | CC.1.1.5.D.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |

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| <p>context and out of context.</p> | <p>RF.5.3.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.</p> | <p>CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.RF.5.4a - Read on-level text with purpose and understanding.</p> | <p>RF.5.4.a. - Read on-level text with purpose and understanding. 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. 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.</p> | <p>CC.1.1.5.E.1. - Read on-level text with purpose and understanding. CC.1.2.5.L. - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.5.K. - Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.RF.5.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>RF.5.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 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.</p> | <p>CC.1.3.5.A. - Determine a theme of a text 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. CC.1.4.5.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> |

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| <p>EXPECTATION: CCSS.ELA-Literacy.RF.5.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>L.5.4.a. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. RF.5.4.c. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>CC.1.1.5.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.1a - 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.</p> | <p>W.5.1.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. W.5.1.b. - Provide logically ordered reasons that are supported by facts and details. W.5.1.c. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> | <p>CC.1.4.5.G. - Write opinion pieces on topics or texts. CC.1.4.5.H. - Introduce the topic and state an opinion on the topic. CC.1.4.5.I. - Provide reasons that are supported by facts and details; draw from credible sources.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.1b - Provide logically ordered reasons that are supported by facts and details.</p> | <p>W.5.1.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. W.5.1.b. - Provide logically ordered reasons that are supported by facts and details. W.5.1.c. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> | <p>CC.1.4.5.G. - Write opinion pieces on topics or texts. CC.1.4.5.H. - Introduce the topic and state an opinion on the topic. CC.1.4.5.I. - Provide reasons that are supported by facts and details; draw from credible sources.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.1c - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> | <p>W.5.1.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. W.5.1.b. - Provide logically ordered reasons that are supported by facts and details. W.5.1.c. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> | <p>CC.1.4.5.G. - Write opinion pieces on topics or texts. CC.1.4.5.H. - Introduce the topic and state an opinion on the topic. CC.1.4.5.I. - Provide reasons that are supported by facts and details; draw from credible sources.</p> |

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| | | CC.1.4.5.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. |
| EXPECTATION: CCSS.ELA-Literacy.W.5.1d - Provide a concluding statement or section related to the opinion presented. | W.5.1.d. - Provide a concluding statement or section related to the opinion presented. | CC.1.4.5.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. |
| EXPECTATION: CCSS.ELA-Literacy.W.5.2a - 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. | <p>W.5.2.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.</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p> | <p>CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |
| EXPECTATION: CCSS.ELA-Literacy.W.5.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | <p>RI.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.1. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>CC.1.2.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p>CC.1.3.5.B. - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> |

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| | <p>W.5.2.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.</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p> | <p>CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.2c - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> | <p>W.5.2.c. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> | |
| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> | <p>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).</p> <p>W.5.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> | <p>CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> |

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| | | CC.1.4.5.E.1. - Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION: CCSS.ELA-Literacy.W.5.2e - Provide a concluding statement or section related to the information or explanation presented. | W.5.2.e. - Provide a concluding statement or section related to the information or explanation presented. | CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. |
| EXPECTATION: CCSS.ELA-Literacy.W.5.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | <p>W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> | <p>CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> |
| EXPECTATION: CCSS.ELA-Literacy.W.5.3b - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | <p>W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> | <p>CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> |

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| | <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> | <p>CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.3c - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> | <p>W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> | <p>CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> |

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| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> | <p>W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> | <p>CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.3e - Provide a conclusion that follows from the narrated experiences or events.</p> | <p>W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> | <p>CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> |

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| | <p>W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p> | <p>CC.1.4.5.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.)</p> | <p>W.5.1.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.</p> <p>W.5.1.b. - Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1.c. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>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.</p> <p>W.5.2.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.</p> <p>W.5.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> | <p>CC.1.4.5.A. - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.5.D. - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.5.G. - Write opinion pieces on topics or texts.</p> <p>CC.1.4.5.H. - Introduce the topic and state an opinion on the topic.</p> |

W.5.3.a. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.b. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e. - Provide a conclusion that follows from the narrated experiences or events.

W.5.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

CC.1.4.5.I. - Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.M. - Write narratives to develop real or imagined experiences or events.

CC.1.4.5.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O. - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.X. - 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.

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| <p>STANDARD: CCSS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)</p> | <p>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.</p> <p>W.5.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> | <p>CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.X. - 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>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> | <p>CC.1.4.5.U. - With some guidance and support, 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>STANDARD: CCSS.ELA-Literacy.W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> | <p>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.</p> | <p>CC.1.2.5.G. - 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.</p> |

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| | <p>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.</p> <p>W.5.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>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.</p> | <p>CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W. - 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> <p>CC.1.4.5.X. - 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>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> <p>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.</p> | <p>CC.1.2.5.G. - 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.</p> <p>CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> |

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| | <p>W.5.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>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.</p> <p>W.5.9.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> | <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W. - 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> <p>CC.1.4.5.X. - 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>EXPECTATION: CCSS.ELA-Literacy.W.5.9a - 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>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).</p> <p>W.5.9.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>CC.1.3.5.C. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> |

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| <p>EXPECTATION: CCSS.ELA-Literacy.W.5.9b - 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> | <p>RI.5.2. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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).</p> <p>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.</p> <p>W.5.9.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> | <p>CC.1.2.5.A. - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p> <p>CC.1.2.5.H. - Determine how an author supports particular points in a text through reasons and evidence.</p> <p>CC.1.4.5.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.5.W. - 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> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> <p>W.5.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p> | <p>CC.1.4.5.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.V. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> |

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| | <p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p>W.5.7. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>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.</p> | <p>CC.1.4.5.W. - 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> <p>CC.1.4.5.X. - 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>EXPECTATION: CCSS.ELA-Literacy.SL.5.1a - 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>SL.5.1.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>SL.5.1.b. - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> | <p>CC.1.5.5.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.SL.5.1b - Follow agreed-upon rules for discussions and carry out assigned roles.</p> | <p>SL.5.1.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>SL.5.1.b. - Follow agreed-upon rules for discussions and carry out assigned roles.</p> | <p>CC.1.5.5.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> |

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| | SL.5.1.c. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |
| EXPECTATION: CCSS.ELA-Literacy.SL.5.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | SL.5.1.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. SL.5.1.b. - Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.c. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | CC.1.5.5.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION: CCSS.ELA-Literacy.SL.5.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | SL.5.1.d. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.3. - Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA | CC.1.5.5.C. - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| STANDARD: CCSS.ELA-Literacy.SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | RI.5.2. - Determine two or more main ideas of a text and explain how they are supported by key details; summarize 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. SL.5.2. - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | CC.1.2.5.A. - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. CC.1.3.5.A. - Determine a theme of a text 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. CC.1.5.5.B. - Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| <p>STANDARD: CCSS.ELA-Literacy.SL.5.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> | <p>SL.5.1.d. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.3. - Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA</p> | <p>CC.1.5.5.C. - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>SL.5.4.a. - Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA</p> | <p>CC.1.4.5.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.5.5.D. - Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> |
| <p>STANDARD: CCSS.ELA-Literacy.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.</p> | <p>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.</p> | <p>CC.1.5.5.F. - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> |

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| <p>STANDARD: CCSS.ELA-Literacy.SL.5.6 - 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 page 28 for specific expectations.)</p> | <p>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).</p> <p>SL.5.4.a. - Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA</p> <p>SL.5.6. - 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 for specific expectations.)</p> | <p>CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.5.5.E. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CC.1.5.5.G. - Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.</p> |
| <p>EXPECTATION: CCSS.ELA-Literacy.L.5.1a - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> | <p>L.5.1.a. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor).</p> | |
| <p>EXPECTATION: CCSS.ELA-Literacy.L.5.1b - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> | <p>L.5.1.b. - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> | |
| <p>EXPECTATION: CCSS.ELA-Literacy.L.5.1c - Use verb tense to convey various times,</p> | <p>L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions.</p> | |

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| sequences, states, and conditions. | L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.1d - Recognize and correct inappropriate shifts in verb tense. | L.5.1.c. - Use verb tense to convey various times, sequences, states, and conditions. L.5.1.d. - Recognize and correct inappropriate shifts in verb tense. | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.1e - Use correlative conjunctions (e.g., either/or, neither/nor). | L.5.1.a. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.e. - Use correlative conjunctions (e.g., either/or, neither/nor). | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.2a - Use punctuation to separate items in a series. | L.5.2.a. - Use punctuation to separate items in a series. | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.2b - Use a comma to separate an introductory element from the rest of the sentence. | L.5.2.b. - Use a comma to separate an introductory element from the rest of the sentence. | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.2c - 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?). | L.5.2.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?). | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.2d - Use underlining, quotation marks, or italics to indicate titles of works. | L.5.2.d. - Use underlining, quotation marks, or italics to indicate titles of works. | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.2e - Spell grade-appropriate words correctly, consulting references as needed. | L.5.2.e. - Spell grade-appropriate words correctly, consulting references as needed. | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | L.5.3.a. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | CC.1.4.5.K.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

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| | | CC.1.4.5.Q.2. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| EXPECTATION: CCSS.ELA-Literacy.L.5.3b - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | L.5.3.b. - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.4a - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | L.5.4.a. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. RF.5.4.c. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | CC.1.1.5.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| EXPECTATION: CCSS.ELA-Literacy.L.5.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | L.5.4.b. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). RF.5.3.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. | CC.1.1.5.D.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. |
| EXPECTATION: CCSS.ELA-Literacy.L.5.4c - 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.5.4.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 and to identify alternate word choices in all content areas. CA | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.5a - Interpret figurative language, including similes and metaphors, in context. | L.5.5.a. - Interpret figurative language, including similes and metaphors, in context. | CC.1.2.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. |

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| | 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. (See grade 5 Language standards 4-6 for additional expectations.) CA | CC.1.3.5.F. - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. |
| EXPECTATION: CCSS.ELA-Literacy.L.5.5b - Recognize and explain the meaning of common idioms, adages, and proverbs. | L.5.5.b. - Recognize and explain the meaning of common idioms, adages, and proverbs. | |
| EXPECTATION: CCSS.ELA-Literacy.L.5.5c - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | L.5.5.c. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | |
| STANDARD: CCSS.ELA-Literacy.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). | <p>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).</p> <p>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. (See grade 5 Language standards 4-6 for additional expectations.) CA</p> <p>SL.5.6. - 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 for specific expectations.)</p> | <p>CC.1.2.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.2.5.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.5.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> |

W.5.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.3.5.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.4.5.E.1. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.5.5.E. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.