

Common Core Alignment

X	Primary Focus: Standards identified as primary are the main focus of the lesson. Instructional activities support this standard.
X	Secondary Standards: Standards identified as secondary are broadly addressed in the lesson.

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[RI.5.1]**

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Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **[RI.5.2]**

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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. **[RI.5.3]**

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Craft and Structure

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.) **[RI.5.4]**

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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. **[RI.5.5]**

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Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **[RI.5.6]**

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Integration of Knowledge and Ideas

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.5.8]**

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Range of Reading and Level of Text Complexity

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. **[RI.5.10]**

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READING STANDARDS - FOUNDATIONAL SKILLS

Fluency

Read with sufficient accuracy and fluency to support comprehension. **[RF.5.4]**

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Read on-level text with purpose and understanding. **[RF.5.4a]**

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Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[RF.5.4b]**

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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[RF.5.4c]**

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WRITING STANDARDS

Text Types and Purposes: Opinion

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **[W.5.1]**

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Provide logically ordered reasons that are supported by facts and details. **[W.5.1b]**

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Text Types and Purposes: Narrative

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.5.3]**

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

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

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

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Provide a conclusion that follows from the narrated experiences or events. **[W.5.3e]**

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Production and Distribution of Writing

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.) **[W.5.4]**

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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.) **[W.5.5]**

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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. **[W.5.6]**

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Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **[W.5.7]**

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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.5.9b]**

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Range of Writing

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. **[W.5.10]**

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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

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. **[SL.5.1]**

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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.5.1a]**

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Follow agreed-upon rules for discussions and carry out assigned roles. **[SL.5.1b]**

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Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **[SL.5.1c]**

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Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **[SL.5.1d]**

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Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[SL.5.2]**

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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. **[SL.5.3]**

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Presentation of Knowledge and Ideas

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.5.4]

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Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]

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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1]

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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2]

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Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d]

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Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

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Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]

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Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. [L.5.3a]

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Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [L.5.3b]

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Vocabulary Acquisition and Use

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. [L.5.4]

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Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]

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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. [L.5.4c]

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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]

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Interpret figurative language, including similes and metaphors, in context. [L.5.5a]

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Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]

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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*). [L.5.6]

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