

# Common Core Alignment

## READING STANDARDS - LITERATURE

### Key Ideas & Details

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

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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.5.2]**

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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). **[RL.5.3]**

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### Craft and Structure

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.) **[RL.5.4]**

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Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **[RL.5.5]**

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Describe how a narrator's or speaker's point of view influences how events are described. **[RL.5.6]**

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### Integration of Knowledge and Ideas

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]

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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]

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### Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. [RL.5.10]

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## READING STANDARDS - FOUNDATIONAL SKILLS

### Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]

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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. [RF.5.3a]

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### 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: 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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### 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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## Research to Build and Present Knowledge

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.5.8]

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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]”). [W.5.9a]

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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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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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## 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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### Knowledge of Language

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

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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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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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