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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	**3**	**4**	**5**	**6**	7	8	**9**	10	**11**	**12**	13	**14**	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	**4**	5	6	7	8	**9**	10	**11**	**12**	13	14	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	**2**	**3**	4	**5**	**6**	7	8	**9**	**10**	11	12	13	**14**	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	**3**	4	5	6	7	**8**	9	10	11	12	**13**	14	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	**3**	**4**	5	6	7	8	9	10	11	12	13	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	**4**	5	6	7	**8**	**9**	10	**11**	12	13	14	15

Integration of Knowledge and Ideas

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	■	■	■	■	■	■	■	■	■	■	■	■	■	■	

READING STANDARDS - INFORMATIONAL TEXT

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Phonics and Word Recognition

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	**6**	7	8	9	10	11	12	13	14	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Fluency

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	**3**	4	5	6	7	**8**	9	10	11	12	13	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	**6**	**7**	8	9	10	11	12	13	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Text Types and Purposes: Opinion

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	**4**	**5**	6	**7**	**8**	9	**10**	11	**12**	**13**	14	15

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.5.1a]**															
Lesson	1	**2**	**3**	**4**	**5**	6	**7**	**8**	9	**10**	11	**12**	**13**	14	15

Provide logically ordered reasons that are supported by facts and details. **[W.5.1b]**															
Lesson	1	**2**	**3**	**4**	**5**	6	7	**8**	9	**10**	11	**12**	**13**	14	15

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). **[W.5.1c]**															
Lesson	1	2	3	4	5	6	7	8	9	**10**	11	**12**	**13**	14	15

Provide a concluding statement or section related to the opinion presented. **[W.5.1d]**															
Lesson	1	2	**3**	4	5	6	7	8	9	10	11	**12**	**13**	14	15

Text Types and Purposes: Informative/Explanatory

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. **[W.5.2a]**															
Lesson	1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.5.2b]**															
Lesson	1	2	3	4	**5**	6	7	8	9	10	11	12	13	14	15

Text Types and Purposes: Narrative

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]**															
Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	**14**	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		2	3	4	5		7	8	9	10	11	12	13	14	

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					5		7	8				12	13		

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1			4	5		7	8				12			

Draw evidence from literary or informational texts to support analysis, reflection, and research. **[W.5.9]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2		4	5	6	7	8	9		11	12		14	

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2		4										14	

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					5			8				12			

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	**2**	**3**	**4**	**5**	6	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	**2**	3	**4**	5	**6**	**7**	**8**	9	**10**	11	**12**	**13**	14	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	**3**	4	5	6	7	8	9	10	11	12	13	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	**6**	**7**	**8**	9	**10**	11	**12**	**13**	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	2	3	4	5	6	7	8	9	10	11	12	**13**	14	15

Presentation of Knowledge and Ideas

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.) **[SL.5.6]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	**14**	15

LANGUAGE STANDARDS

Conventions of Standard English

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

Lesson	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15

Use verb tense to convey various times, sequences, states, and conditions. **[L.5.1c]**

Lesson	1	**2**	3	4	5	6	7	8	9	10	11	12	13	14	15

Recognize and correct inappropriate shifts in verb tense. **[L.5.1d]**

Lesson	1	**2**	3	**4**	5	**6**	7	8	**9**	10	11	12	13	14	15

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

Lesson	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15

Use punctuation to separate items in a series. **[L.5.2a]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	**14**	15

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

Lesson	1	**2**	**3**	**4**	**5**	**6**	7	8	**9**	**10**	**11**	**12**	**13**	**14**	15

Knowledge of Language

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

Lesson	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	15

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

Lesson	1	**2**	3	**4**	5	**6**	7	8	**9**	10	11	12	13	14	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). **[L.5.4b]**

Lesson	1	**2**	3	**4**	5	**6**	7	8	**9**	10	**11**	12	13	**14**	15

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]**

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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

Lesson	1	2	3	4	5	6	**7**	8	9	10	11	12	13	14	15

Recognize and explain the meaning of common idioms, adages, and proverbs. **[L.5.5b]**

Lesson	1	2	**3**	4	5	6	7	8	9	10	11	12	13	14	15

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

Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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]**

Lesson	1	2	3	**4**	5	6	7	8	**9**	10	11	12	**13**	14	15