

# 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

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

### Craft and Structure

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

### 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

### 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

## 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]**

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

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]**

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

### 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]**

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

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

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

### Integration of Knowledge and Ideas

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **[RI.5.7]**

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

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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

## 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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

## READING STANDARDS - FOUNDATIONAL SKILLS

### 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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

### 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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

## WRITING STANDARDS

### Text Types and Purposes: Opinion

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

### Text Types and Purposes: Informative/Explanatory

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]

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

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

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

### 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]

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

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

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

### Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [W.5.4]

Lesson	1	2	3	4	5	6	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 here.) [W.5.5]

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

### 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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

## 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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

## Presentation of Knowledge and Ideas

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. **[SL.5.4a]**

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

## LANGUAGE STANDARDS

### Conventions of Standard English

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

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	
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	--

Use a comma to separate an introductory element from the rest of the sentence. **[L.5.2b]**

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

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.5.2c]**

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

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

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

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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

## 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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

## 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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----

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
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----