Common Core
English Language Arts Curriculum
Fifth Grade

Reading: Literature

Key Ideas and Details
- **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.
- **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.
- **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).

Craft and Structure
- **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.
- **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.
- **CCSS.ELA-Literacy.RL.5.6**: Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas
- **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.5.8 not applicable to literature)
- **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.

Range of Reading and Level of Text Complexity
- **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.

Reading: Informational Text

Key Ideas and Details
- **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.
- **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.
- **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.

Craft and Structure
- **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.
- **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.

- **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.

Integration of Knowledge and Ideas
- **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.
- **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).
- **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.

Range of Reading and Level of Text Complexity
- **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.

Reading: Foundational Skills

Phonics and Word Recognition
- **CCSS.ELA-Literacy.RF.5.3**: Know and apply grade-level phonics and word analysis skills in decoding words.
    – 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 context and out of context.

Fluency
- **CCSS.ELA-Literacy.RF.5.4**: Read with sufficient accuracy and fluency to support comprehension.
    – CCSS.ELA-Literacy.RF.5.4a: Read grade-level text with purpose and understanding.
    – CCSS.ELA-Literacy.RF.5.4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    – CCSS.ELA-Literacy.RF.5.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes
- **CCSS.ELA-Literacy.W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    – 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.
    – CCSS.ELA-Literacy.W.5.1b: Provide logically ordered reasons that are supported by facts and details.
    – CCSS.ELA-Literacy.W.5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
    – CCSS.ELA-Literacy.W.5.1d: Provide a concluding statement or section related to the opinion presented.
- **CCSS.ELA-Literacy.W.5.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    – 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.
    – CCSS.ELA-Literacy.W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- – CCSS.ELA-Literacy.W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- – CCSS.ELA-Literacy.W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- – CCSS.ELA-Literacy.W.5.2e: Provide a concluding statement or section related to the information or explanation presented.
- **CCSS.ELA-Literacy.W.5.3**: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - – 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.
  - – 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.
  - – CCSS.ELA-Literacy.W.5.3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - – CCSS.ELA-Literacy.W.5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - – CCSS.ELA-Literacy.W.5.3e: Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

- **CCSS.ELA-Literacy.W.5.4**: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **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.
- **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.

Research to Build and Present Knowledge

- **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.
- **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.
- **CCSS.ELA-Literacy.W.5.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - – 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]").
  - – 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]").

Range of Writing

- **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.

Speaking and Listening

Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.5.1**: 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.

- – 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.
  - – CCSS.ELA-Literacy.SL.5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.
  - – 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.
  - – CCSS.ELA-Literacy.SL.5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **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.
- **CCSS.ELA-Literacy.SL.5.3**: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas
- **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.
- **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.
- **CCSS.ELA-Literacy.SL.5.6**: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

Conventions of Standard English
- **CCSS.ELA-Literacy.L.5.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - – CCSS.ELA-Literacy.L.5.1a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - – 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.
  - – CCSS.ELA-Literacy.L.5.1c: Use verb tense to convey various times, sequences, states, and conditions.
  - – CCSS.ELA-Literacy.L.5.1d: Recognize and correct inappropriate shifts in verb tense.*
  - – CCSS.ELA-Literacy.L.5.1e: Use correlative conjunctions (e.g., either/or, neither/nor).
- **CCSS.ELA-Literacy.L.5.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - – CCSS.ELA-Literacy.L.5.2a: Use punctuation to separate items in a series.*
  - – CCSS.ELA-Literacy.L.5.2b: Use a comma to separate an introductory element from the rest of the sentence.
  - – 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?).
  - – CCSS.ELA-Literacy.L.5.2d: Use underlining, quotation marks, or italics to indicate titles of works.
  - – CCSS.ELA-Literacy.L.5.2e: Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language
- **CCSS.ELA-Literacy.L.5.3**: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - – CCSS.ELA-Literacy.L.5.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

– <u>CCSS.ELA-Literacy.L.5.3b</u>: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- **CCSS.ELA-Literacy.L.5.4**: 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.
    – <u>CCSS.ELA-Literacy.L.5.4a</u>: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
    – <u>CCSS.ELA-Literacy.L.5.4b</u>: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
    – <u>CCSS.ELA-Literacy.L.5.4c</u>: 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.
- **CCSS.ELA-Literacy.L.5.5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    – <u>CCSS.ELA-Literacy.L.5.5a</u>: Interpret figurative language, including similes and metaphors, in context.
    – <u>CCSS.ELA-Literacy.L.5.5b</u>: Recognize and explain the meaning of common idioms, adages, and proverbs.
    – <u>CCSS.ELA-Literacy.L.5.5c</u>: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- **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).