

Charts to Clarify 5th Grade Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

The standards have been issued with a public license that allows them to be republished for any purpose that supports the standards initiative.
© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Core Reading Standards for Fifth Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.	2. Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text.
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).	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	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	4. Determine the meaning of general academic and domain-specific and phrases in a text relevant to a grade 5 topic or subject area.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	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.
6. Describe how a narrator's or speaker's point of view influences how events are described .	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	INTEGRATION OF KNOWLEDGE AND IDEAS
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).	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.
8. (Not applicable to literature)	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).
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics .	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
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 .	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 .

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- 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.
 - 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.
 - SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
 - SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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

- 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.
- 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.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___ a. Form and use the perfect (e.g., <i>I had walked, I have walked, I will have walked</i>) verb aspects. ___ b. Recognize and correct inappropriate shifts in verb tense and aspect.*
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___ a. Use punctuation to separate items in a series.* ___ b. Use a comma to separate an introductory element from the rest of the sentence. ___ c. Use underlining, quotation marks, or italics to indicate titles of works. ___ d. Spell grade-appropriate words correctly, consulting references as needed.
<input type="checkbox"/> 3. Make effective language choices.	___ a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 5 reading</i>).	___ a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. ___ b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>photograph, photosynthesis</i>). ___ c. Interpret figurative language, including similes and metaphors. ___ d. Explain the meaning of common idioms, adages, and proverbs.
<input type="checkbox"/> 5. Understand word relationships.	___ a. Build real-life connections between words and their various uses and meanings. ___ b. Define relationships between words (e.g., how <i>smirk</i> is like and unlike <i>smile</i> ; what items are likely to be <i>vast</i>). ___ c. Distinguish a word from other words with similar but not identical meanings (synonyms).
<input type="checkbox"/> 6. Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	

* Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

FIFTH GRADE CCSS READING FOUNDATIONAL SKILLS

Phonics and Word Recognition:

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

Fluency:

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

TEXT TYPES AND PURPOSES

- 1. Write opinions in which they:
 - ___a. Introduce an opinion about a concrete issue or topic and create an organizing structure where ideas are logically grouped to support the writer’s purpose.
 - ___b. Provide logically ordered reasons that are supported by facts and details.
 - ___c. Link reasons and details together using words, phrases, and clauses (e.g., *consequently*, *generally*, *specifically*).
 - ___d. Adopt an appropriate style for sharing and defending an opinion.
 - ___e. Provide a concluding statement or section.

- 2. Write informative/explanatory pieces in which they:
 - ___a. State the topic clearly, provide a general observation and focus, and group related information logically.
 - ___b. Develop the topic using relevant facts, concrete details, quotations, or other information and examples.
 - ___c. Use appropriate links to join ideas within and across categories of information.
 - ___d. Employ domain-specific vocabulary and some technical terms when appropriate.
 - ___e. Provide a conclusion related to the information or explanation offered.

- 3. Write narratives in which they:
 - ___a. Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically.
 - ___b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters’ external behaviors and internal responses.
 - ___c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events.
 - ___d. Use well-chosen words and phrases to convey events and experiences precisely.
 - ___e. Provide a satisfying conclusion that follows from the narrative’s events.

PRODUCTION AND DISTRIBUTION OF WRITING

- 4. Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
- 5. With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.

RESEARCH TO BUILD KNOWLEDGE

- 7. Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.
- 8. Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.
- 9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:
 - ___a. Apply *grade 5 reading standards* to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”).
 - ___b. Apply *grade 5 reading standards* to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”).

RANGE OF WRITING

- 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 tasks, purposes, and audiences.