

# Common Core Skill Alignment

## 5TH GRADE: LANGUAGE



### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**L.5.1.a** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- ☐ **K.2** Use coordinating conjunctions
- ☐ **AA.8** Is the sentence simple or compound?
- ☐ **AA.9** Is the sentence simple, compound, or complex?
- ☐ **AA.10** Create compound sentences
- ☐ **HH.1** Identify prepositions
- ☐ **HH.2** Identify prepositions and their objects
- ☐ **HH.3** Identify prepositional phrases
- ☐ **II.1** Identify coordinating conjunctions
- ☐ **II.2** Identify subordinating conjunctions
- ☐ **II.3** Use the correct pair of correlative conjunctions
- ☐ **II.4** Fill in the missing correlative conjunction

**L.5.1.b** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

- ☐ **FF.8** Choose between the past tense and past participle
- ☐ **FF.9** Use the perfect verb tenses
- ☐ **FF.10** Form the perfect verb tenses

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

- ☐ **DD.2** What does the modal verb show?
- ☐ **DD.3** Use the correct modal verb
- ☐ **FF.1** Is the sentence in the past, present, or future tense?
- ☐ **FF.2** Form and use the regular past tense
- ☐ **FF.3** Form and use the irregular past tense
- ☐ **FF.4** Form and use the simple past, present, and future tense
- ☐ **FF.6** Use the progressive verb tenses
- ☐ **FF.9** Use the perfect verb tenses

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

- ☐ **FF.5** Correct inappropriate shifts in verb tense

**L.5.1.e** Use correlative conjunctions (e.g., either/or, neither/nor).

- ☐ **II.3** Use the correct pair of correlative conjunctions
- ☐ **II.4** Fill in the missing correlative conjunction

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

- ☐ **KK.1** Commas with a series

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

- ☐ **KK.3** Commas with direct addresses

**L.5.2.c** 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?).

☐ **KK.3** Commas with direct addresses

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

☐ **MM.1** Formatting titles

☐ **MM.2** Formatting and capitalizing titles

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

☐ **O.1** Use the correct frequently confused word

☐ **O.2** Correct errors with frequently confused words

☐ **P.11** Word pattern analogies

☐ **P.12** Word pattern sentences

☐ **U.1** Homophones with pictures

☐ **U.2** Use the correct homophone

☐ **Z.4** Use guide words

☐ **BB.3** Form plurals of nouns ending in f, fe, o, and y

☐ **BB.4** Form and use plurals of nouns ending in f, fe, o, and y

☐ **BB.5** Form plurals: review

☐ **BB.6** Form and use plurals: review

☐ **BB.8** Form the singular or plural possessive

☐ **BB.9** Identify and correct errors with plural and possessive nouns

☐ **FF.2** Form and use the regular past tense

☐ **FF.3** Form and use the irregular past tense

☐ **GG.8** Spell adjectives that compare

☐ **JJ.1** Pronoun-verb contractions

☐ **JJ.2** Contractions with "not"

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## Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

- ☐ **K.2** Use coordinating conjunctions
- ☐ **K.3** Choose the best transition
- ☐ **N.1** Create varied sentences based on models
- ☐ **AA.8** Is the sentence simple or compound?
- ☐ **AA.9** Is the sentence simple, compound, or complex?
- ☐ **AA.10** Create compound sentences
- ☐ **II.3** Use the correct pair of correlative conjunctions
- ☐ **II.4** Fill in the missing correlative conjunction

**L.5.3.b** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

- ☐ **B.2** Which sentence is more formal?

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## Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**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.

**L.5.4.a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

- ☐ **E.4** Determine the meanings of similes and metaphors
- ☐ **E.5** Interpret the meaning of an allusion from its source

- ☐ G.3 Vocabulary review: Identify story elements
- ☐ G.5 Vocabulary review: Analyze short stories
- ☐ H.2 Vocabulary review: Read and understand informational passages
- ☐ S.2 Find synonyms in context
- ☐ S.4 Find antonyms in context
- ☐ V.2 Which definition matches the sentence?
- ☐ V.3 Which sentence matches the definition?
- ☐ W.1 Determine the meaning of idioms from context: set 1
- ☐ W.3 Determine the meaning of idioms from context: set 2
- ☐ Y.1 Find words using context
- ☐ Y.2 Determine the meaning of words using synonyms in context
- ☐ Y.3 Use context to identify the meaning of a word
- ☐ Y.4 Determine the meaning of domain-specific words with pictures

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

- ☐ P.1 Words with pre-
- ☐ P.2 Words with re-
- ☐ P.3 Words with sub-
- ☐ P.4 Words with mis-
- ☐ P.5 Words with un-, dis-, in-, im-, and non-
- ☐ P.6 Words with -ful
- ☐ P.7 Words with -less
- ☐ P.8 Words with -able and -ible
- ☐ P.9 Sort words with shared prefixes and suffixes by meaning
- ☐ Q.1 Sort words by shared Greek or Latin roots
- ☐ Q.2 Use Greek and Latin roots as clues to the meanings of words
- ☐ Q.3 Use the meanings of words as clues to the meanings of Greek and Latin roots
- ☐ Q.4 Use words as clues to the meanings of Greek and Latin roots
- ☐ Q.5 Determine the meanings of Greek and Latin roots

- ☐ **Q.6** Determine the meanings of words with Greek and Latin roots
- ☐ **Q.7** Match words with Greek and Latin roots to their meanings

**L.5.4.c** 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.

- ☐ **Z.4** Use guide words
- ☐ **Z.5** Use dictionary entries
- ☐ **Z.6** Use dictionary definitions
- ☐ **Z.7** Use thesaurus entries

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

- ☐ **E.3** Similes and metaphors with pictures
- ☐ **E.4** Determine the meanings of similes and metaphors
- ☐ **E.5** Interpret the meaning of an allusion from its source
- ☐ **E.6** Analyze the effects of figures of speech on meaning and tone

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

- ☐ **W.1** Determine the meaning of idioms from context: set 1
- ☐ **W.2** Identify the meaning of idioms and adages: set 1
- ☐ **W.3** Determine the meaning of idioms from context: set 2
- ☐ **W.4** Identify the meaning of idioms and adages: set 2

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

- ☐ **K.4** Order items from most general to most specific

- ☐ S.1 Choose the synonym
- ☐ S.2 Find synonyms in context
- ☐ S.3 Choose the antonym
- ☐ S.4 Find antonyms in context
- ☐ T.1 Analogies
- ☐ U.1 Homophones with pictures
- ☐ U.2 Use the correct homophone
- ☐ V.1 Multiple-meaning words with pictures
- ☐ V.2 Which definition matches the sentence?
- ☐ V.3 Which sentence matches the definition?
- ☐ X.1 Describe the difference between related words
- ☐ X.2 Positive and negative connotation
- ☐ Y.2 Determine the meaning of words using synonyms in context
- ☐ Z.7 Use thesaurus entries

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**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).

- ☐ D.1 Sort sensory details
- ☐ G.3 Vocabulary review: Identify story elements
- ☐ G.5 Vocabulary review: Analyze short stories
- ☐ H.2 Vocabulary review: Read and understand informational passages
- ☐ K.3 Choose the best transition
- ☐ P.1 Words with pre-
- ☐ P.2 Words with re-
- ☐ P.3 Words with sub-

- ☐ P.4 Words with mis-
- ☐ P.5 Words with un-, dis-, in-, im-, and non-
- ☐ P.6 Words with -ful
- ☐ P.7 Words with -less
- ☐ P.8 Words with -able and -ible
- ☐ P.9 Sort words with shared prefixes and suffixes by meaning
- ☐ Q.1 Sort words by shared Greek or Latin roots
- ☐ Q.2 Use Greek and Latin roots as clues to the meanings of words
- ☐ Q.3 Use the meanings of words as clues to the meanings of Greek and Latin roots
- ☐ Q.4 Use words as clues to the meanings of Greek and Latin roots
- ☐ Q.5 Determine the meanings of Greek and Latin roots
- ☐ Q.6 Determine the meanings of words with Greek and Latin roots
- ☐ Q.7 Match words with Greek and Latin roots to their meanings
- ☐ X.2 Positive and negative connotation
- ☐ Y.1 Find words using context
- ☐ Y.2 Determine the meaning of words using synonyms in context
- ☐ Y.3 Use context to identify the meaning of a word
- ☐ Y.4 Determine the meaning of domain-specific words with pictures



# Common Core Skill Alignment



## 5TH GRADE: READING: FOUNDATIONAL SKILLS

### Print Concepts

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### Phonological Awareness

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### Phonics and Word Recognition

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

**RF.5.3.a** 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.

- ☐ **P.1** Words with pre-
- ☐ **P.2** Words with re-
- ☐ **P.3** Words with sub-
- ☐ **P.4** Words with mis-
- ☐ **P.5** Words with un-, dis-, in-, im-, and non-
- ☐ **P.6** Words with -ful
- ☐ **P.7** Words with -less
- ☐ **P.8** Words with -able and -ible
- ☐ **P.9** Sort words with shared prefixes and suffixes by meaning
- ☐ **P.10** Sort words with shared suffixes by part of speech
- ☐ **P.11** Word pattern analogies
- ☐ **P.12** Word pattern sentences
- ☐ **Q.1** Sort words by shared Greek or Latin roots
- ☐ **Q.2** Use Greek and Latin roots as clues to the meanings of words
- ☐ **Q.3** Use the meanings of words as clues to the meanings of Greek and Latin roots
- ☐ **Q.4** Use words as clues to the meanings of Greek and Latin roots

- ☐ Q.5 Determine the meanings of Greek and Latin roots
  - ☐ Q.6 Determine the meanings of words with Greek and Latin roots
  - ☐ Q.7 Match words with Greek and Latin roots to their meanings
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## Fluency

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

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

- ☐ A.1 Determine the main idea
- ☐ C.1 Determine the order of events in informational texts
- ☐ C.2 Compare and contrast in informational texts
- ☐ C.3 Match causes and effects in informational texts
- ☐ C.4 Match problems with their solutions
- ☐ D.2 Identify sensory details
- ☐ F.2 Compare and contrast characters
- ☐ G.1 Determine the themes of short stories
- ☐ G.2 Identify story elements
- ☐ G.4 Analyze short stories
- ☐ H.1 Read and understand informational passages
- ☐ H.3 Compare information from two texts
- ☐ L.4 Identify supporting details in literary texts
- ☐ L.5 Identify supporting details in informational texts

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

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

- ☐ E.3 Similes and metaphors with pictures

- ☐ E.4 Determine the meanings of similes and metaphors
- ☐ E.5 Interpret the meaning of an allusion from its source
- ☐ G.3 Vocabulary review: Identify story elements
- ☐ G.5 Vocabulary review: Analyze short stories
- ☐ H.2 Vocabulary review: Read and understand informational passages
- ☐ K.1 Put the sentences in order
- ☐ V.2 Which definition matches the sentence?
- ☐ V.3 Which sentence matches the definition?
- ☐ W.1 Determine the meaning of idioms from context: set 1
- ☐ W.3 Determine the meaning of idioms from context: set 2
- ☐ Y.1 Find words using context
- ☐ Y.2 Determine the meaning of words using synonyms in context
- ☐ Y.3 Use context to identify the meaning of a word
- ☐ Y.4 Determine the meaning of domain-specific words with pictures

# Common Core Skill Alignment



## 5TH GRADE: READING: INFORMATIONAL TEXT

### Key Ideas and Details

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

- ☐ C.2 Compare and contrast in informational texts
- ☐ C.3 Match causes and effects in informational texts
- ☐ C.4 Match problems with their solutions
- ☐ H.3 Compare information from two texts
- ☐ L.5 Identify supporting details in informational texts
- ☐ F.1 Jamestown: the early years (Social studies)
- ☐ F.4 New England colonies: religion and government (Social studies)
- ☐ F.5 New England colonies: economy and conflict (Social studies)
- ☐ F.6 Middle colonies: founding and government (Social studies)
- ☐ F.7 Middle colonies: economy and society (Social studies)
- ☐ F.9 Southern colonies: economy and slavery (Social studies)
- ☐ G.5 The American Revolution: preparing for war (Social studies)
- ☐ G.6 The American Revolution: struggle for independence (Social studies)
- ☐ G.7 The American Revolution: turning the tide of the war (Social studies)
- ☐ G.8 The American Revolution: conclusion and aftermath (Social studies)
- ☐ H.6 Antebellum Period: abolitionist and proslavery perspectives (Social studies)
- ☐ H.8 Antebellum Period: slavery and politics part II (Social studies)
- ☐ I.2 The Civil War: the First Battle of Bull Run to Gettysburg (Social studies)
- ☐ I.3 The Civil War: war tactics and the home front (Social studies)
- ☐ I.4 The Civil War: the end of the war (Social studies)
- ☐ I.5 Reconstruction (Social studies)
- ☐ J.4 World War I: the road to peace (Social studies)
- ☐ J.8 World War II: lead-up to war in Europe, Asia (Social studies)

- ☐ J.9 World War II: global events (Social studies)
- ☐ K.4 The Constitution (Social studies)
- ☐ K.5 The Bill of Rights (Social studies)
- ☐ M.1 Thanksgiving (Social studies)

**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- ☐ A.1 Determine the main idea
- ☐ C.1 Determine the order of events in informational texts
- ☐ C.2 Compare and contrast in informational texts
- ☐ C.3 Match causes and effects in informational texts
- ☐ C.4 Match problems with their solutions
- ☐ H.1 Read and understand informational passages
- ☐ H.3 Compare information from two texts
- ☐ L.5 Identify supporting details in informational texts

**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.

- ☐ C.1 Determine the order of events in informational texts
- ☐ C.2 Compare and contrast in informational texts
- ☐ C.3 Match causes and effects in informational texts
- ☐ C.4 Match problems with their solutions
- ☐ C.5 Identify text structures
- ☐ L.5 Identify supporting details in informational texts
- ☐ F.1 Jamestown: the early years (Social studies)
- ☐ F.4 New England colonies: religion and government (Social studies)
- ☐ J.5 The Great Depression: part I (Social studies)
- ☐ K.4 The Constitution (Social studies)
- ☐ P.1 Understand quantity supplied and quantity demanded (Social studies)

- ☐ P.2 Understand overall supply and demand (Social studies)
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## Craft and Structure

**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.

- ☐ H.2 Vocabulary review: Read and understand informational passages
- ☐ S.2 Find synonyms in context
- ☐ S.4 Find antonyms in context
- ☐ Y.1 Find words using context
- ☐ Y.2 Determine the meaning of words using synonyms in context
- ☐ Y.3 Use context to identify the meaning of a word
- ☐ Y.4 Determine the meaning of domain-specific words with pictures
- ☐ F.1 Jamestown: the early years (Social studies)
- ☐ J.2 World War I: the war begins (Social studies)
- ☐ K.4 The Constitution (Social studies)
- ☐ M.1 Thanksgiving (Social studies)

**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.

- ☐ C.1 Determine the order of events in informational texts
- ☐ C.3 Match causes and effects in informational texts
- ☐ C.4 Match problems with their solutions
- ☐ C.5 Identify text structures

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

- ☐ H.3 Compare information from two texts

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L.1 Distinguish facts from opinions

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## Integration of Knowledge and Ideas

**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.

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I.2 Read graphic organizers

**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).

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H.1 Read and understand informational passages

☐

H.3 Compare information from two texts

☐

L.5 Identify supporting details in informational texts

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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H.3 Compare information from two texts

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K.5 Organize information by main idea

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## Range of Reading and Level of Text Complexity

**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.

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A.1 Determine the main idea

☐

H.1 Read and understand informational passages

☐

Y.4 Determine the meaning of domain-specific words with pictures

☐

F.1 Jamestown: the early years (Social studies)

- ☐ **F.3** Plymouth (Social studies)
- ☐ **F.4** New England colonies: religion and government (Social studies)
- ☐ **F.5** New England colonies: economy and conflict (Social studies)
- ☐ **F.6** Middle colonies: founding and government (Social studies)
- ☐ **F.9** Southern colonies: economy and slavery (Social studies)
- ☐ **G.5** The American Revolution: preparing for war (Social studies)
- ☐ **G.6** The American Revolution: struggle for independence (Social studies)
- ☐ **G.7** The American Revolution: turning the tide of the war (Social studies)
- ☐ **H.5** Antebellum Period: economies of the North and South (Social studies)
- ☐ **H.6** Antebellum Period: abolitionist and proslavery perspectives (Social studies)
- ☐ **H.8** Antebellum Period: slavery and politics part II (Social studies)
- ☐ **I.2** The Civil War: the First Battle of Bull Run to Gettysburg (Social studies)
- ☐ **I.3** The Civil War: war tactics and the home front (Social studies)
- ☐ **I.4** The Civil War: the end of the war (Social studies)
- ☐ **I.5** Reconstruction (Social studies)
- ☐ **J.4** World War I: the road to peace (Social studies)
- ☐ **J.7** The New Deal (Social studies)
- ☐ **J.8** World War II: lead-up to war in Europe, Asia (Social studies)
- ☐ **J.9** World War II: global events (Social studies)
- ☐ **K.4** The Constitution (Social studies)
- ☐ **M.1** Thanksgiving (Social studies)
- ☐ **N.2** Costs and benefits (Social studies)
- ☐ **P.1** Understand quantity supplied and quantity demanded (Social studies)
- ☐ **P.2** Understand overall supply and demand (Social studies)
- ☐ **P.4** Identify shortage and surplus (Social studies)
- ☐ **P.5** Identify shortage and surplus with graphs (Social studies)
- ☐ **P.6** Identify shortage and surplus with data (Social studies)



# Common Core Skill Alignment

## 5TH GRADE: READING: LITERATURE



### Key Ideas and Details

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

- ☐ **F.1** Use actions and dialogue to understand characters
- ☐ **G.1** Determine the themes of short stories
- ☐ **G.2** Identify story elements
- ☐ **G.4** Analyze short stories
- ☐ **L.4** Identify supporting details in literary texts

**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.

- ☐ **G.1** Determine the themes of short stories
- ☐ **G.2** Identify story elements

**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).

- ☐ **F.3** Distinguish characters' points of view
- ☐ **F.2** Compare and contrast characters

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### Craft and Structure

**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.

- ☐ **E.3** Similes and metaphors with pictures

- ☐ E.4 Determine the meanings of similes and metaphors
- ☐ E.5 Interpret the meaning of an allusion from its source
- ☐ G.3 Vocabulary review: Identify story elements
- ☐ G.5 Vocabulary review: Analyze short stories
- ☐ V.2 Which definition matches the sentence?
- ☐ V.3 Which sentence matches the definition?
- ☐ W.1 Determine the meaning of idioms from context: set 1
- ☐ W.3 Determine the meaning of idioms from context: set 2
- ☐ Y.1 Find words using context
- ☐ Y.2 Determine the meaning of words using synonyms in context
- ☐ Y.3 Use context to identify the meaning of a word

**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.

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

- ☐ E.1 Identify the narrative point of view

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## Integration of Knowledge and Ideas

**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).

- ☐ I.1 Compare mythological illustrations

**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.

- ☐ G.1 Determine the themes of short stories
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## Range of Reading and Level of Text Complexity

**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.

- ☐ **G.1** Determine the themes of short stories
- ☐ **G.2** Identify story elements
- ☐ **G.4** Analyze short stories

# Common Core Skill Alignment

## 5TH GRADE: WRITING



### Text Types and Purposes

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

**W.5.1.a** 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.

- ☐ **B.1** Identify the purpose of a text
- ☐ **K.5** Organize information by main idea
- ☐ **L.1** Distinguish facts from opinions
- ☐ **L.2** Identify an author's statement of opinion

**W.5.1.b** Provide logically ordered reasons that are supported by facts and details.

- ☐ **L.3** Choose reasons to support an opinion
- ☐ **L.4** Identify supporting details in literary texts
- ☐ **L.5** Identify supporting details in informational texts

**W.5.1.c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

- ☐ **K.2** Use coordinating conjunctions
- ☐ **K.3** Choose the best transition
- ☐ **II.3** Use the correct pair of correlative conjunctions

**W.5.1.d** Provide a concluding statement or section related to the opinion presented.

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

**W.5.2.a** 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.

☐

**K.1** Put the sentences in order

☐

**K.5** Organize information by main idea

**W.5.2.b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

☐

**L.1** Distinguish facts from opinions

☐

**L.3** Choose reasons to support an opinion

☐

**L.4** Identify supporting details in literary texts

☐

**L.5** Identify supporting details in informational texts

**W.5.2.c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

☐

**K.2** Use coordinating conjunctions

☐

**K.3** Choose the best transition

☐

**II.3** Use the correct pair of correlative conjunctions

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

☐

**K.4** Order items from most general to most specific

☐

**X.1** Describe the difference between related words

☐

**X.2** Positive and negative connotation

☐

**Y.4** Determine the meaning of domain-specific words with pictures

**W.5.2.e** Provide a concluding statement or section related to the information or explanation presented.

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.5.3.a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

☐ **K.1** Put the sentences in order

**W.5.3.b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

☐ **F.1** Use actions and dialogue to understand characters

☐ **M.1** Show character emotions and traits

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

☐ **K.1** Put the sentences in order

☐ **K.3** Choose the best transition

**W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.

☐ **D.1** Sort sensory details

☐ **D.2** Identify sensory details

☐ **K.4** Order items from most general to most specific

☐ **X.1** Describe the difference between related words

☐ **X.2** Positive and negative connotation

**W.5.3.e** Provide a conclusion that follows from the narrated experiences or events.

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## Production and Distribution of Writing

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

☐ **B.1** Identify the purpose of a text

- ☐ C.1 Determine the order of events in informational texts
- ☐ C.2 Compare and contrast in informational texts
- ☐ C.3 Match causes and effects in informational texts
- ☐ C.4 Match problems with their solutions
- ☐ C.5 Identify text structures
- ☐ K.5 Organize information by main idea

**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.

- ☐ K.1 Put the sentences in order
- ☐ K.3 Choose the best transition
- ☐ K.5 Organize information by main idea
- ☐ O.2 Correct errors with frequently confused words
- ☐ O.3 Correct errors with signs
- ☐ AA.4 Is it a complete sentence or a fragment?
- ☐ AA.5 Is it a complete sentence or a run-on?
- ☐ AA.6 Is it a complete sentence, a fragment, or a run-on?
- ☐ BB.9 Identify and correct errors with plural and possessive nouns
- ☐ FF.5 Correct inappropriate shifts in verb tense
- ☐ KK.6 Commas: review
- ☐ LL.1 Correct capitalization errors
- ☐ MM.4 Punctuating dialogue

**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.

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## Research to Build and Present Knowledge

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**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.

- ☐ **A.1** Determine the main idea
- ☐ **L.3** Choose reasons to support an opinion
- ☐ **L.4** Identify supporting details in literary texts
- ☐ **L.5** Identify supporting details in informational texts

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

**W.5.9.a** 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]").

- ☐ **F.1** Use actions and dialogue to understand characters
- ☐ **F.2** Compare and contrast characters
- ☐ **G.4** Analyze short stories
- ☐ **L.4** Identify supporting details in literary texts

**W.5.9.b** 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]").

- ☐ **C.2** Compare and contrast in informational texts
- ☐ **H.1** Read and understand informational passages
- ☐ **H.3** Compare information from two texts
- ☐ **L.5** Identify supporting details in informational texts

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## Range of Writing



**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.