

**BALLSTON SPA CENTRAL SCHOOL DISTRICT**  
The Common Core State Standards in Our Schools

**Fifth Grade ELA**

Standard	In school, I am learning to...
<b>READING: FOUNDATIONAL SKILLS</b>	
<i>Phonics &amp; Word Recognition</i>	
<p><b>RF.5.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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>	<ul style="list-style-type: none"> <li>• use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.</li> </ul>
<i>Fluency</i>	
<p><b>RF.5.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• read fifth grade text with purpose and understanding.</li> <li>• read fifth grade text aloud with accuracy, expression, and appropriate rate.</li> <li>• use strategies to understand unknown words.</li> </ul>
Standard	In school, I am learning to...
<b>READING: LITERATURE</b>	
<i>Key Ideas and Details</i>	
<p><b>RL.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2.</b> 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.</p> <p><b>RL.5.3.</b> 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).</p>	<ul style="list-style-type: none"> <li>• use specific quotes from a text when drawing inferences and explaining what a text says specifically.</li> <li>• determine the theme of a text using details, characters' actions, or the speaker's reflection.</li> <li>• summarize a story, drama, or poem.</li> <li>• use specific details from a text to compare and contrast two characters, events, or settings.</li> </ul>

<b><i>Craft and Structure</i></b>	
<p><b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.5.6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>a. Recognize and describe how an author’s background and culture affect his or her perspective.</p>	<ul style="list-style-type: none"> <li>• determine the meaning of words and phrases based on how they are used in a text.</li> <li>• explain how a series of chapters or stanzas fit together to create the overall structure of a text.</li> <li>• describe how the narrator’s point of view affects how events are described.</li> </ul>
<b><i>Integration of Knowledge and Ideas</i></b>	
<p><b>RL.5.7.</b> 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).</p> <p><b>RL.5.9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<ul style="list-style-type: none"> <li>• analyze how visual or multimedia elements contribute to the meaning or beauty of a text.</li> <li>• compare and contrast stories of the same genre on their approach to similar themes.</li> </ul>
<b><i>Range of Reading and Level of Text Complexity</i></b>	
<p><b>RL.5.10.</b> 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.</p>	<ul style="list-style-type: none"> <li>• read and comprehend literature appropriate for fifth grade.</li> </ul>
<b><i>Responding to Literature</i></b>	
<p><b>RL.5.11.</b> Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>a. Self-select text to develop personal preferences regarding favorite authors</p> <p>b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.</p>	<ul style="list-style-type: none"> <li>• Make text to text, text to world, and text to self connections</li> <li>• Choose and evaluate the quality of text</li> </ul>

Standard	In school, I am learning to...
<b>READING: INFORMATIONAL TEXT</b>	
<i>Key Ideas and Details</i>	
<p><b>RI.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3.</b> 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.</p>	<ul style="list-style-type: none"> <li>• use specific quotes from a text when drawing inferences and explaining what a text says specifically.</li> <li>• determine the main idea of a text and explain how it is supported by key details.</li> <li>• summarize a piece of informational text.</li> <li>• explain relationships between events, ideas, or procedures from an informational text and use the text to support my explanation.</li> </ul>
<i>Craft and Structure</i>	
<p><b>RI.5.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>RI.5.5.</b> 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.</p> <p><b>RI.5.6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> <li>• determine the meaning of words or phrases in a grade 5 text.</li> <li>• compare/contrast the overall structure of events or ideas in two or more texts.</li> <li>• analyze two or more accounts of the same event while noting similarities and differences.</li> </ul>
<i>Integration of Knowledge and Ideas</i>	
<p><b>RI.5.7.</b> 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.</p> <p><b>RI.5.8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>• locate information from various sources to answer a question or solve a problem.</li> <li>• explain how an author uses reasons and evidence to support his/her points.</li> <li>• specifically identify which reasons an author uses to support which points.</li> <li>• combine information from two texts on the same topic to write or speak about the subject.</li> </ul>
<i>Range of Reading and Level of Text Complexity</i>	
<p><b>RI.5.10.</b> 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.</p>	<ul style="list-style-type: none"> <li>• read and comprehend informational text appropriate for fifth grade.</li> </ul>

Standard	In school, I am learning to...
<b>WRITING</b>	
<i>Text Types and Purposes</i>	
<p><b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p>c. Provide a concluding statement or section related to the opinion presented.</p>	<p>write an opinion piece on a text/topic, that supports a point of view, where I:</p> <ul style="list-style-type: none"> <li>• introduce a topic or name of a book, state an opinion, and create an organizational</li> <li>• structure that supports my purpose,</li> <li>• provide reasons that are supported by facts and details and ordered logically,</li> <li>• use words, phrases, and clauses to link opinions and reasons,</li> <li>• provide a concluding section or statement.</li> </ul>
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>write an informative piece, which examines a topic and convey ideas, where I:</p> <ul style="list-style-type: none"> <li>• introduce a topic, provide a general focus, and group related information and include</li> <li>• formatting and illustrations when helpful,</li> <li>• use facts, definitions, details, and quotations to develop the topic,</li> <li>• use words, phrases, and clauses to link ideas within and across categories,</li> <li>• inform or explain about the topic using domain-specific vocabulary and precise language</li> <li>• provide a concluding statement or section.</li> </ul>

<p><b>W.5.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>write a real or imagined narrative piece with descriptive details and clear events where I:</p> <ul style="list-style-type: none"> <li>• establish a situation, introduce a narrator, and organize an event sequence,</li> <li>• use dialogue, descriptions, and pacing to develop events and characters,</li> <li>• use transitional words, phrases, and clauses to manage sequence of events,</li> <li>• use concrete words and phrases and sensory details to convey experiences and events,</li> <li>• provide some sense of closure.</li> </ul>
<p><b><i>Production and Distribution of Writing</i></b></p>	
<p><b>W.5.4.</b> 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.)</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p> <p><b>W.5.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6.</b> 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.</p>	<ul style="list-style-type: none"> <li>• produce piece of writing that are appropriate for fifth grade tasks, purposes, and audiences.</li> <li>• use guidance from my peers and adults to plan, revise, and edit my writing.</li> <li>• use digital tools to produce and publish my work.</li> <li>• use the internet to interact and collaborate with my peers on writing projects.</li> <li>• demonstrate a command of keyboarding skills to type two pages in one sitting.</li> </ul>
<p><b><i>Research to Build and Present Knowledge</i></b></p>	
<p><b>W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> <li>• conduct a short research project, that uses several sources to build knowledge about a topic.</li> </ul>

<p><b>W.5.8.</b> 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.</p> <p><b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> 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]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> 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]”).</p>	<ul style="list-style-type: none"> <li>• use provided sources to find information, take notes on sources, and categorize my notes.</li> <li>• summarize or paraphrase information found for my finished work.</li> <li>• provide a list of sources used for a research project.</li> <li>• use evidence from literature to support analysis, reflection, and research in my writing.</li> <li>• use evidence from informational text to support analysis, reflection, and research in my writing.</li> </ul>
<p><b>Range of Writing</b></p>	
<p><b>W.5.10.</b> 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.</p>	<ul style="list-style-type: none"> <li>• write for a range of time and tasks.</li> </ul>
<p><b>Responding to Literature</b></p>	
<p><b>W.5.11.</b> Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.</p> <p>a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p>	
<p style="text-align: center;"><b>Standard</b></p>	<p style="text-align: center;"><b>In school, I am learning to...</b></p>
<p><b>SPEAKING &amp; LISTENING</b></p>	
<p><i>Comprehension &amp; Collaboration</i></p>	
<p><b>SL.5.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p>	<ul style="list-style-type: none"> <li>• prepare for a class discussion and participate by using my preparations and responding to others.</li> <li>• follow agreed-upon rules for class discussions and carry-out my assigned roles.</li> <li>• ask and answer questions during a discussion to elaborate on the remarks of others.</li> <li>• review ideas expressed and draw conclusions using information gained in a discussion.</li> </ul>

<p>f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	
<p><b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.5.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<ul style="list-style-type: none"> <li>• summarize information presented orally or visually.</li> <li>• summarize the points a speaker makes.</li> <li>• explain the reasons and evidence a speaker uses to support the claims his/she makes.</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<p><b>SL.5.4.</b> 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.</p> <p><b>SL.5.5.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<ul style="list-style-type: none"> <li>• sequence ideas logically, using appropriate facts and details, and speak clearly and understandably while reporting on a topic or opinion.</li> <li>• include multimedia projects or visual displays when they will be helpful in developing the main idea or theme of my presentation.</li> <li>• use formal English when appropriate to tasks and situation.</li> </ul>
<p style="text-align: center;"><b>Standard</b></p>	<p style="text-align: center;"><b>In school, I am learning to...</b></p>
<p><b>LANGUAGE</b></p>	
<p><b>Conventions of Standard English</b></p>	
<p><b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p><b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to</p>	<ul style="list-style-type: none"> <li>• explain the function of conjunctions in general and in specific sentences</li> <li>• explain the function of prepositions in general and in specific sentences</li> <li>• explain the function of interjections in general and in specific sentences</li> <li>• form and use perfect verb tenses.</li> <li>• use verb tenses to convey various times, sequences, states, and conditions.</li> <li>• recognize and correct inappropriate shifts in verb tense.</li> <li>• use correlative conjunctions</li> <li>• punctuation to separate items in a series.</li> <li>• use a comma to separate an introductory element from the rest of the sentence.</li> <li>• use a comma to set off the words <i>yes</i> and <i>no</i>.</li> <li>• use a comma to set off a tag question from the rest of a sentence.</li> <li>• use a comma to indicate direct address.</li> </ul>

<p>indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>• use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• spell grade-appropriate words correctly.</li> </ul>
<b>Knowledge of Language</b>	
<p><b>L.5.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>	<ul style="list-style-type: none"> <li>• expand, combine, and/or reduce sentences for purpose of meaning, interest, or style.</li> <li>• compare/contrast varieties of English used in stories, dramas, or poems.</li> </ul>
<b>Vocabulary Acquisition &amp; Use</b>	
<p><b>L.5.4.</b> 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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>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.</p> <p><b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>L.5.6.</b> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none"> <li>• use context clues to figure out word meanings.</li> <li>• use common Greek and Latin affixes and roots to figure out word meanings.</li> <li>• determine the meaning or pronunciation of a word by consulting reference materials.</li> <li>• explain the meaning of simple similes and metaphors in context.</li> <li>• recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• use relationships between words to better understand the meaning of each individual word.</li> <li>• use words and phrases that I learn through listening and reading, especially words related to fifth grade topics.</li> </ul>