North Carolina Department of Public Instruction
INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

English/Language Arts ● Unpacked Content

For the new Common Core State Standards that will be effective in all North Carolina schools in the 2012-13 school year

This document is designed to help North Carolina educators teach the ELA Common Core State Standards.

NCDPI staff are continually updating and improving these tools to better serve teachers.

What is the purpose of this document?
To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?
Descriptions of what each standard means a student will know, understand and be able to do. The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this standard mean that a student must know and be able to do?" and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?
You can find the standards alone at http://www.corestandards.org

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Key Ideas and Details		

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Fifth grade students are required to quote accurately from the text to support their answers. "Quote accurately" may include using their own words. Determining a theme continues to be a focus and students should be giving more thought to characters" actions in a text. They are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events.
		
		Use questions and prompts such as:
		   Can you tell me the reasons why you think…? Show where you linked your thinking to the text.
		   What are the most important events that happened in the story? How do you know?
		   What is the theme of this text?
		   Summarize the story from beginning to end in a few sentences.
		   Can you tell me how the character solved the problem in this story?
		   Describe how these two characters are the same. How are they different?

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).	

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Students will continue to tell the meaning of words and phrases in a text and focus on figurative language. Students should tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem. The students must continue identifying the narrator"s point of view and also explain how it impacts the events in the text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Describe how a narrator"s or speaker"s point of view influences how events are described.	Use questions and prompts such as: What do you do when you come to words or phrases you do not know? (use context) Can you tell me how this text is presented/ organized? Think about what you read. Who is telling the story? Can you tell how the person telling the story is thinking? How does this affect the events of the story?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	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).	Fifth grade students must examine what is heard and/or viewed to gain an appreciation and understanding of the text. Students will find similarities and differences in themes and topics when reading stories of the same genre.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)	Use questions and prompts such as:

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Can you tell how the illustrations affect the mood of the text?
		
		    Does this hypertext or embedded video help you better understand the text? What does it tell you about what you read?
		
		    In reading books of this genre, what happened to the characters that are the same? What happened that is different?
		
		    In reading books of this genre, how did characters solve problems in different ways across texts?
		
		    In reading books of this genre, how are the plots the same or different across texts?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	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.	Fifth grade students are capable of reading and understanding a variety of literature at the higher end of grades 4-5 independently. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habits of reading independently and closely, which are essential to their future success."

		Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students at this level should be able to quote correctly from the text to explain what the text is about and when drawing conclusions. Students must identify two or more main ideas and find the most important details that strengthen these main ideas. They should also be able to summarize the text in their own words. At this level, students describe the connections between two or more people, events, ideas, or concepts in a historical, scientific, or "how to" texts by using the text to support their findings.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	Use questions and prompts such as:
		Can you tell me the reasons why you think…? Show where you linked your thinking to the text.
		Can you find at least two of the main ideas of this text and key details that support them?
		Summarize the main points of the text.
		Can you tell me how these ideas, people, and events are the same? Can you tell me how they are different? Show me in the text.
		Think about these historical events. Tell how they are connected.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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*.	Fifth grade students continue to find the meaning of general vocabulary words specific to fifth grade topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text by finding the similarities and differences in two or more texts. Students are required to discuss the similarities and differences unique to the various perspectives presented in the text. They will give descriptions about how the information is presented for each perspective. Use questions and prompts such as: What do you do when you come to words or phrases you do not know? (glossary, use context) What features in the text help you find important information about what you are reading? How is the information presented/organized in this text? What does the author want the reader to understand about this text? What is similar and different about how the information is presented in these texts?
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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. Assess how point of view or purpose shapes the content and style of a text.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	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.	Students at this level can use media efficiently to answer questions and to solve problems. Students continue to give explanations about how an author uses proof to support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Use questions and prompts such as:
		Can you find the information in this text that supports your thinking?
		What does this diagram/image tell you about this topic?
		Can you find the part the author uses as evidence to support his/her claims?
		Can you find the reasons the author gives for his/her thinking?
		What is the same about the points presented in these texts? What is different?
		How can you group together (gather) facts and pieces of evidence from these texts to support your thinking about this topic?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts 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.	Students are required to read and understand a wide range of informational texts within the higher end of the fourth to fifth grade text level efficiently by the end of the year.

"The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

"Students also acquire the habits of reading independently and closely, which are essential to their future success." |

		Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

CCR Anchor Standard	CCSS Standard	Unpacking
There are no anchor standards for Reading Foundational Skills.	**Reading Foundational Skills**	
	Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	Students continue learning specific strategies for decoding words in texts. They are required to apply the specific strategies for decoding and spelling multi-syllabic words. Use questions and prompts such as: 　Does that sound right? 　Does that look right? 　Does that make sense? 　Look at the word, does it look like …? 　You said …does it look like …?

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
There are no anchor standards for Reading Foundational Skills.	**Reading Foundational Skills**	
	Fluency	

	4. Read with sufficient accuracy and fluency to support comprehension.
	a. Read grade-level text with purpose and understanding.
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage reread texts as needed to support understanding.
		
		Use questions and prompts such as:
		
		    Make your reading sound like the characters are talking.
		
		    Go back and reread when it doesn"t sound or look like you think it should.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.	Fifth grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, search and find facts to support their viewpoint, and share this thinking. Students build their argument by linking ideas together in a logical manner. At this level, students use a variety of sentence structures and more complex sentences. They are developing the use of more complex sentences with clauses (consequently, specifically). Students need to engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, fifth grade students need to be able to choose precise vocabulary to explain their thinking about a topic.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details,	

	quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Fifth grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue using strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing. They are learning to further organize their writing by developing the use of text features (headings, sections, illustrations, and multimedia). Students also write with complex sentences to link the parts of their writing together. Fifth grade students write informative/explanatory pieces as well. They must be able to find and group information together in a logical way. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation). Fifth grade students write real and imaginative stories. Students are expected to use description to show characters‴ thoughts and feelings as well as the details of characters‴ interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. 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.)	Fifth grade students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer"s designated reason for writing) should be reflected in the student"s organization and development of a topic.

With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).

Students in fifth grade are developing strategies with peers and adults to use digital tools. At this level, they should not only use technology for producing and |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 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. | |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 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. | |

		publishing writing, but also to collaborate with others. Fifth grade students are required to be proficient in keyboarding skills (typing at least two pages in a single setting).

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Fifth grade students are required to research a topic through investigation of the topic. Investigation includes exploring a topic in greater detail by developing a research question that helps bring focus to the topic.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Students learn how to locate information from print and digital sources as well as integrate information from their own experiences. A list of sources they used should be included. At this level, students take notes, organize their information into categories, and list their sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").	Fifth grade students use strategies for reading literary and information text as they investigate topics: When reading literary text: fifth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings or events. When reading informational text: students at this level give explanations about how an author uses proof to

		support a point in the text. In addition they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
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.	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.	Students are required to produce numerous pieces of writing over various time frames in order to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer"s designated reason for writing) should be reflected in the student"s development of a topic related to the content area for which they are writing about.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
Comprehension and Collaboration		
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others" ideas and expressing their own clearly and persuasively.	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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Students in grade five will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers" idea, sharing the floor, etc). Fifth grade students will also summarize a written text read aloud or information presented in multiple formats.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	At this level, students are now expected to be able to identify the reasons and evidence a speaker provides to support claims. This can be done through listening, questioning, and gathering information for deeper understanding of a topic.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
Presentation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.	While adept at reporting on a topic or text, telling a story, or recounting an event, fifth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Fifth graders will do so at an appropriate *pace*. Having the opportunity to present a personal opinion is important in the fifth grade.

Students in the fifth grade will combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes. At this level, they may identify these components as *multimedia components*. |
| 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | Students in the fifth grade should be exposed to a numerous variety of speaking tasks so they may be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations would be one example of each type of discourse. Fifth graders should be comfortable adapting their speech to a variety of contexts and tasks. |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).	An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts." Fifth grade student must have a strong command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence.	In this grade, emphasis is on the function of conjunctions, prepositions, interjections, and verb tenses. With conventions, students must become more adept in the use of commas.

	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?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Knowledge of Language		
3. 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.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.	Students in grade 5 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will develop and use sentence fluency that interests the reader/listener. They will be able to compare and contrast varieties of English used throughout the genres they read. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 5

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Vocabulary Acquisition and Use		
4. 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.	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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). 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.	The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes. Learning words at this stage includes understanding and interpreting the meaning of similes, metaphors, idioms, adages, and proverbs; demonstrating understanding of relationships between words (synonyms and antonyms); growing vocabulary by using known word parts (Greek and Latin affix and root) to acquire unknown words; and developing print and digital reference use (glossary, dictionary, and thesaurus).
5. Demonstrate understanding of word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular	

	words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	"Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children."
6. 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.	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*).	"General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts." "Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature."