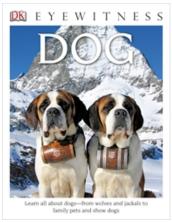
# **DK Common Core State Standards Alignment**



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Grade-Level Expectation: 5 Guided Reading Level: V

CCSS.ELA-Literacy.L.5.3,4,4a,4b,4c,5,5c,6 CCSS.ELA-Literacy.RI.5.1,2,3,4,5,7,8,9,10 CCSS.ELA-Literacy.SL.5.2,3,4,5,6 CCSS.ELA-Literacy.W.5.1,1a,1b,1d,2a,2c,7,8,9,10

#### Grade 5

### **Knowledge of Language**

 CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Vocabulary Acquisition and Use**

- CCSS.ELA-Literacy.L.6.4 CCSS.ELA-Literacy.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  - 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.







- CCSS.ELA-Literacy.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### Grade 5

## **Key Ideas and Details**

- CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### **Craft and Structure**

- CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

## Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## Range of Reading and Level of Text Complexity

• CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts,









at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Grade 5

# **Comprehension and Collaboration**

- CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## **Presentation of Knowledge and Ideas**

- CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations).

#### Grade 5

#### **Text Types and Purposes**

- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - 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.
  - d. Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.







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

# Research to Build and Present Knowledge

- CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

 CCSS.ELA-Literacy.WHST.6-8.10 CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.





