



# COMMON CORE STANDARDS: FIFTH GRADE

## Reading Standards for Literature

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
<ol style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Determine a theme of a story, drama, or poem from the 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.</li> <li>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).</li> </ol>	<ol style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>Describe how a narrator's or speaker's point of view influences how events are described.</li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>NA</li> <li>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>

## Reading Standards for Informational Text

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
<ol style="list-style-type: none"> <li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</li> <li>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.</li> <li>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ol>	<ol style="list-style-type: none"> <li>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly and solve a problem efficiently.</li> <li>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> </ol>



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## Foundational Skills

Phonics and Word Recognition	Fluency
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="margin-left: 20px;">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 and out of context.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p style="margin-left: 20px;">a. Read on-level text with purpose and understanding.</p> <p style="margin-left: 20px;">b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p style="margin-left: 20px;">c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

## Language Standards

Conventions of Standard English	Knowledge of Language	Vocabulary Acquisition and Use
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="margin-left: 20px;">a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p style="margin-left: 20px;">b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p style="margin-left: 20px;">c. Use verb tenses to convey various times, sequences, states, and conditions.</p> <p style="margin-left: 20px;">d. Recognize and correct inappropriate shifts in verb tense.</p> <p style="margin-left: 20px;">e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="margin-left: 20px;">a. Use punctuation to separate items in a series.</p> <p style="margin-left: 20px;">b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p style="margin-left: 20px;">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 indicate direct address (e.g., <i>Is that you, Steve?</i>)</p> <p style="margin-left: 20px;">d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p style="margin-left: 20px;">e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p style="margin-left: 20px;">a. Expand, combine and reduce sentences for meaning, reader/listener interest, and style.</p> <p style="margin-left: 20px;">b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p style="margin-left: 20px;">a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.</p> <p style="margin-left: 20px;">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 style="margin-left: 20px;">c. Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="margin-left: 20px;">a. Interpret figurative language, including similes and metaphors, in context.</p> <p style="margin-left: 20px;">b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p style="margin-left: 20px;">c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>