

5th Grade Common Core State Standards

Writing

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.
- CCSS.ELA-Literacy.W.5.1a 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.
- CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.
- CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.
- CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events.

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Production and Distribution of Writing

- CCSS.ELA-Literacy.W.5.4 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.)
- CCSS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
- CCSS.ELA-Literacy.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.

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.
- CCSS.ELA-Literacy.W.5.9a 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]”).
- CCSS.ELA-Literacy.W.5.9b 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]”).

Range of Writing

- 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.

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Speaking and Listening

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.5.1 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.
- CCSS.ELA-Literacy.SL.5.1a 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.
- CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 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 Conventions of Standard English

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Language

Conventions of Standard English

- CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- CCSS.ELA-Literacy.L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
- CCSS.ELA-Literacy.L.5.1d Recognize and correct inappropriate shifts in verb tense.*
- CCSS.ELA-Literacy.L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).
- CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.5.2a Use punctuation to separate items in a series.*
- CCSS.ELA-Literacy.L.5.2b Use a comma to separate an introductory element from the rest of the sentence.
- CCSS.ELA-Literacy.L.5.2c 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?).
- CCSS.ELA-Literacy.L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.
- CCSS.ELA-Literacy.L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

- CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-Literacy.L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- CCSS.ELA-Literacy.L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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Vocabulary Acquisition and Use

- 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.
- CCSS.ELA-Literacy.L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- CCSS.ELA-Literacy.L.5.4c 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.
- CCSS.ELA-Literacy.L.5.5a Interpret figurative language, including similes and metaphors, in context.
- CCSS.ELA-Literacy.L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- CCSS.ELA-Literacy.L.5.5c 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).