



# A Look at...

## Fifth Grade in California Public Schools

Including information about the new  
**Common Core State Standards**



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# Fifth Grade Curriculum Contents



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# Fifth Grade Curriculum



*What will my child learn in fifth grade?*

*I've been teaching second grade, and this year I've been reassigned to fifth grade. What does the fifth grade curriculum look like?*

*I'm the principal of a small private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?*

*The state just adopted Common Core State Standards for English language arts and mathematics. How will the new standards enhance curriculum in fifth grade?*

This chapter is organized by sections for each subject describing what students should know and be able to do by the end of fifth grade. Each section includes a brief overview of what the student should have learned before entering fifth grade, followed by a narrative description of the fifth grade standards. Each subject concludes with a list of the fifth grade standards for that content area, including the new Common Core State Standards (CCSS) with California additions for English language arts and mathematics.

If you are interested in a more in-depth discussion of each subject, please review the state-adopted curriculum frameworks for kindergarten through grade twelve. These documents are on the CDE Curriculum and Instruction Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.



## Overview

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Students in grade five are at the beginning of an academic stage traditionally described as reading to learn or, more broadly, as reading and learning for life. During the first years of this stage, they begin to acquire and apply a full and complex range of lifelong language and literacy skills, skills that enable them to read to learn throughout their education and future careers. Deeper analysis of literature and informational text is a focus of grade five instruction, though reading fluently and accurately remains a goal for all students. Students' understanding of the precise meanings of words, English language conventions, structural features of informational text and materials, and fundamental elements of literature all support greater comprehension of what they read, view, and hear.

**Deeper analysis of literature and informational text is a focus of grade five instruction...**

The implementation of standards-based instruction is a critical element in developing students' literacy and proficiency in English language arts. The standards describe what students are expected to know and be able to do by the end of the school year. California recently adopted new standards in English language arts, the Common Core State Standards (CCSS) with California additions, and the four strands of the CCSS reflect an integrated approach to English language arts: reading, writing, speaking and listening, and language. California will implement these new standards gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are also some notable differences. For instance, in the CCSS, the standards in kindergarten through grade five are divided into strands: Reading, Writing, Speaking and Listening, and Language. In the 1997 California English language arts standards, the standards are organized around domains: Reading, Writing, Listening and Speaking, and Language Conventions. The CCSS often extend or enhance the content of the 1997 California English language arts standards. The CCSS focus more on informational text and analytical skills for reading comprehension than the 1997 California English language arts standards and introduce opinion pieces and informational/explanatory writing and collaborative conversations about grade-level texts and topics.

This section provides an overview of the new CCSS for grade five English language arts. It includes a review of the important English language arts skills and concepts from grade four (prerequisite skills) and guidance to ensure success for English learners. A complete listing of the grade five CCSS for English language arts can be found at the end of this section. A complete listing of the grade five 1997 California English language arts standards is located on the CDE Content Standards page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

## What Fifth Grade Students Should Know

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While in grade four, students read a wide range of literature in different genres and from different cultures and times. They studied the structural elements of poems, prose, and dramas and learned to summarize text in a concise manner. They analyzed informational text by considering its overall structure and organization, the differences between firsthand and secondhand accounts, and the author's use of evidence to support points in the text. Students acquired grade-level academic language and domain-specific vocabulary to support their reading and listening comprehension, writing, and speaking. They practiced a range of independent vocabulary acquisition strategies.

Grade four students also wrote detailed informational/explanatory texts with headings, illustrations, definitions, and quotations, as well as narratives in which they developed real or imagined experiences or events. They used technology to find information, interact and collaborate with others, and produce and publish writing. Students participated in collaborative discussions on grade four topics and texts, paraphrased information presented in diverse media and formats, and delivered formal narrative presentations. They learned conventions of standard English grammar and usage, capitalization, punctuation, and spelling to support their writing and speaking (e.g., using punctuation for effect, choosing words and phrases to convey ideas precisely).

## What Students Learn in Fifth Grade

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Students read a wide range of literature from different times and cultures and informational text on grade-level topics in all grade five subject areas. They practice the foundational reading skills learned in previous grades to read accurately and fluently, but the emphasis in grade five is on students' comprehension of complex narrative and informational texts. Students read two or more texts on a topic and use a variety of comprehension strategies to compare, contrast, and integrate information from the texts. They analyze how structure, point of view, visual elements, and figurative language contribute to the meaning or tone of texts. As their analysis skills deepen, students are able to determine the main themes or points of text, understand how the author uses evidence and reasons to support the theme or argument of the text, and draw inferences or conclusions that they can support with details from the text. They learn academic language and domain-specific vocabulary through their reading and use it in their writing and speaking.

In their writing, students in grade five learn to group related information logically; use words, phrases, and clauses to link opinions to reasons and ideas to related ideas; and use narrative techniques, such as dialogue, description, and pacing, to develop the story line or characters. They revise, edit, and rewrite their compositions and learn to try new approaches to improve their writing product. Students conduct research projects that provide them with practice in gathering information, using print and digital sources, and summarizing information in notes.

Students engage effectively in collaborative conversations on grade five topics and texts, identify and analyze logical fallacies in speakers' presentations or from media sources, and learn to deliver speeches in which they state an opinion and support it with a logical sequence of evidence. They also learn to use gestures and expressions to convey meaning when they recite a section of a speech or poem or read from a historical or scientific document. To support their writing and speaking, they learn conventions of standard English grammar and usage, capitalization, punctuation, and spelling, such as using commas and quotations to set off dialogue and correctly indicating titles of different kinds of documents and sources. Students learn to use print and digital reference materials to determine the correct pronunciation and meaning of words and to identify alternate word choices in all grade five content areas.

### Reading

The following section is organized according to the three major components of the reading standards: reading standards for literature, reading standards for informational text, and standards for foundational skills.

## Reading Standards for Literature

Students in grade five read and analyze a variety of historically and culturally significant works of literature, including stories, drama, and poetry. In both the 1997 California English language arts standards and the CCSS, students analyze the structures and elements of literary works in order to comprehend the texts. They learn to recognize the theme of stories, dramas, and poetry, even when it is implied instead of directly stated. Students summarize texts, compare and contrast the actions and motives of two or more characters, and draw inferences from texts. They understand figurative language in context, including metaphors and similes, and its function as a literary device.

The 1997 California English language arts standards include a focus on literary criticism that calls for students to read literature from different eras and cultures and evaluate the meaning of archetypal patterns and symbols found in myths and traditional literature. In addition, students evaluate techniques (e.g., appeal of characters, logic and credibility of plots and settings, use of figurative language) an author uses to influence readers' perspectives.

There are similar standards in the CCSS. For example, students describe how a narrator's or speaker's point of view influences how events in the narrative are described. They also compare and contrast approaches to similar themes and topics in stories of the same genre. Unique to the CCSS is a standard that focuses attention on visual and multimedia elements of literature in different mediums, including technology-based presentations. Students analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text, including graphic novels and multimedia presentations of fiction, folktales, myths, and poems.

## Reading Standards for Informational Text

At this stage of reading to learn, students read more informational text in English language arts and other grade-level subject areas than in earlier grades. As students face increased reading demands in all grade five subject areas, improved comprehension becomes critical to their academic success. The 1997 California English language arts standards focus more on informational text at this grade level than in previous grade levels and, therefore, are more similar to the CCSS.

In both the 1997 California English language arts standards and the CCSS, students use their knowledge of text structure, organization, and purpose to comprehend the essential ideas, arguments, and perspectives of informational text. They learn to discern the main ideas and concepts of a text and to identify and explain the reasons and evidence presented to support the main idea or argument. Students learn to gather information from multiple sources, including maps, charts, and illustrations, and understand how text features (e.g., formatting, sequence) make information more accessible. They use text features to quickly find information or answer questions about a topic. They are able to draw inferences and conclusions from text and to support them with explicit evidence from the text.

The CCSS emphasize additional analysis skills that call for students to think critically and ask students to 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. As they analyze the points of view presented in multiple accounts of the same event or topic, they learn to recognize important similarities and differences. Students learn to integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably. To support their comprehension of texts on grade five topics in all subject areas, students learn the meaning of general academic and domain-specific words and phrases.

## Foundational Skills

In grade five, students continue to build on the foundational skills that enable them read and comprehend complex narrative and expository text. Both the 1997 California English language arts standards and the CCSS

call for students to decode words fluently and accurately. Students in grade five decode words by using their knowledge of all letter-sound correspondences, syllabication patterns, affixes, and root words.

Fluency expectations increase as students read grade-level narratives, prose, poetry, and informational text with accuracy, appropriate pacing, and expression. The CCSS expand on these expectations by also calling for students to read with purpose and understanding and to use context to confirm or self-correct word recognition and understanding.

After grade five, the CCSS no longer include standards in the foundational skills of reading. As students advance through the grades, they will apply the foundational skills they mastered in preceding grades in order to read with fluency and accuracy sufficiently to fully comprehend grade-level literature and informational text.

## Writing



Students in grade five write with an awareness of their audience and purpose. Their writing demonstrates a command of the conventions of the English language, an understanding of the structures and organization of text, and experience with the stages of the writing process (e.g., pre-writing, drafting, revising, editing). They use resources to gather information to support their main idea and technology to create documents. Students learn to use transitional words or phrases to link paragraphs and ideas, making clear their line of thought.

Both the 1997 California English language arts standards and the CCSS call for students in grade five to write multiple paragraph texts with a central idea or theme, relevant supporting details, and a conclusion. The types of writing that students produce vary under each set of standards. Students write responses to literature, persuasive letters or compositions, research reports, and narratives under the 1997 California English language arts standards. The response-to-literature and persuasive compositions are similar to the opinion pieces students write under the CCSS, and the research reports are similar to the informative/explanatory text. Students write narratives under both sets of standards.

The expectations for the quality of students' writing differ between the two sets of standards, with the CCSS setting more detailed and challenging criteria for students' writing. Under the CCSS, students write routinely in both extended and short time frames for a range of discipline-specific tasks, purposes, and audiences. They learn to organize their opinion pieces so that ideas are logically grouped to support their opinion; link opinions to reasons with words, phrases, and clauses (e.g., consequently, specifically); and provide a concluding statement or section related to the opinion stated. The CCSS call for students to include formatting (e.g., headings), illustrations, and multimedia in their informative/explanatory texts to aid comprehension and to use precise language and domain-specific vocabulary to inform the reader about the topic. In their narrative writing, students learn how to orient the reader by establishing the situation and introducing a narrator or characters and to organize an event sequence that unfolds naturally. They use dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Technology, including the Internet, plays a larger role in the CCSS with students using it to produce and publish writing and to interact and collaborate with others. In grade five, students demonstrate a sufficient command of keyboarding skills to type at least two pages in a single sitting. Students also learn to how to obtain information from digital sources as well as print sources, summarize or paraphrase information in notes and their finished texts, and provide a list of their sources.

## Speaking and Listening

Students in grade five listen critically to speakers and media presentations, summarize what they have heard, deliver presentations, and ask questions to gain additional information. In their oral presentations, they use the structures found in the literature and informational text they read and in their own writing (e.g., a central idea or theme supported by facts, descriptive details, or observations). Students apply the same conventions of standard English when speaking that they use in their writing.

Both the 1997 California English language arts standards and the CCSS focus on students' listening and comprehension skills and their formal oral presentation skills. Students identify and analyze logical fallacies in a speaker's presentation or from a media source. They deliver informative reports in which they sequence ideas logically, use appropriate facts and relevant details to support the main idea, and speak clearly. Students also deliver opinion speeches, including responses to literature, in which they provide evidence and examples to support their point of view. They learn to use expression and gestures to engage the audience and for effect when they recite a poem or a portion of a speech.

There are notable differences between the 1997 California English language arts standards and the CCSS. The 1997 California English language arts standards focus on analyzing oral presentations and media communications. For example, the 1997 California English language arts standards ask students to interpret a speaker's verbal and nonverbal messages, purposes, and perspectives and make inferences based on the speaker's presentation. They also identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, generalizations). Students analyze media and its influences as a source of information, entertainment, persuasion, and a means to transmit culture.

The CCSS emphasize collaborative conversations during which students engage in discussions on grade five topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led). In these conversations, students build on others' ideas, clearly express their own ideas, follow agreed-upon rules, and carry out their assigned roles. To engage effectively in collaborative conversations, students are expected to prepare by reading or studying material that will be discussed or is related to the topic. They make comments that contribute to the discussion and elaborate on the remarks of others, review the key ideas expressed during the discussion, and draw conclusions based on what they have learned.

**The CCSS emphasize collaborative conversations during which students engage in discussions on grade five topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led).**

Media as a source of information and a complement to oral presentations is another focus of the CCSS. Students in grade five learn to summarize information presented in diverse media and formats, including visual, quantitative, and oral. They also summarize the points made by a speaker or media source and explain how the claims are supported by reasons and evidence. When it enhances the development of their main ideas or themes, they incorporate multimedia components (e.g., graphics, sound) and visual displays (e.g., maps, charts) in their oral presentations. Students learn to adapt their speech to a variety of contexts and tasks and are able to use formal English when it is appropriate.

## Language

In grade five, students learn new rules for grammar and usage, capitalization, punctuation, and spelling. The specific rules or conventions they learn vary between the 1997 California English language arts standards and the CCSS. Students use their knowledge of language and its conventions when writing, speaking, listening, and reading.

There are more standards for English language conventions in the CCSS than in the 1997 California English language arts standards, and they cover a broader range of conventions in grammar and usage, capitalization, punctuation, and spelling. For example, under the 1997 California English language arts standards for grade

five, students use conjunctions to connect ideas. Under the grade five CCSS, they explain the function of conjunctions, as well as prepositions and interjections, in general and in particular sentences. The 1997 California English language arts standards call for students to identify and correctly use verbs that are often misused (e.g., lie/lay, rise/raise), while the CCSS call for students to use verb tense to convey the various times, sequences, states, and conditions.

The grade five CCSS emphasize verb tenses. Students learn to use perfect tense verbs (e.g., I had walked; I have walked) and to recognize and correct inappropriate shifts in verb tenses. Comma use is another focus of the CCSS in grade five. Students learn to punctuate items in a series and use a comma to separate an introductory element from the rest of the sentence. They also learn to 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, Linda?).

In the 1997 California English language arts standards, vocabulary development standards are found in the reading strand. In the CCSS, standards for vocabulary acquisition and use are found in the language strand. Both the 1997 California English language arts standards and the CCSS cover a range of strategies for vocabulary acquisition, though independent reading is the primary means by which students increase their vocabulary. Under both sets of standards, students use their knowledge of the relationships between synonyms, antonyms, and homonyms to understand each of the related words. These strategies are taught more explicitly under the CCSS, which have a greater focus on relationships between words than the 1997 California English language arts standards. Students understand and can explain figurative language, including similes and metaphors, in context. They use Greek and Latin affixes and roots to understand the meaning of complex words (e.g., controversial, photosynthesis).

In addition, CCSS emphasize students’ use of both print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to pronounce words, clarify the precise meaning of key words, and to identify alternate word choices in all grade five subject areas. In a related standard, the CCSS call for students to acquire and use grade-appropriate academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., although, similarly, in addition). Students also learn and can explain the meaning of common idioms, adages, and proverbs.



## **Extra Support for Struggling Readers**

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By the end of fifth grade, students are expected to be fluent and independent readers, reading with accuracy and fluency that supports their comprehension of literature and informational text. Students who are not proficient in word analysis skills are likely to experience academic difficulties. Early screening and intervention address specific areas of instruction in a timely manner. To ensure their success, students who experience difficulty learning to read (including students who use non-standard English, English learners, and students with disabilities) are provided with additional support to become proficient in grade five reading skills. Instructional support for students should include:

- Flexible groupings for differentiated instruction
- Pre-teaching of key skills, strategies, and concepts
- Intensive explicit instruction in decoding and word-recognition skills which may include materials at the reading level of students

- Pre-teaching and re-teaching of Greek and Latin affixes and roots
- Scaffolded instruction in the fundamental elements of plot, including conflict and resolution
- Providing ample opportunities to practice delivery of oral presentations
- Explicit direct instruction in language development to address grammatical structures of oral and written standard English
- Vocabulary instruction embedded in context, including academic language
- Building background knowledge
- Reinforcing and extending the regular classroom program

For those students whose reading achievement is two or more years below grade level, placement in an Intensive Intervention Program in Reading/Language Arts should be considered. These stand-alone, intensive, accelerated programs are specifically designed to address the instructional needs of students in grades four through eight whose reading achievement is two or more years below grade level. (For additional information on state-adopted intensive intervention programs, see Chapter 9 of the *Reading/Language Arts Framework for California Public Schools* and the list of adopted instructional materials on the CDE Reading/Language Arts Web page at <http://www.cde.ca.gov/ci/rl/im/rladoptedlist.asp>.)

## Support for English Learners

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English language development is a critical component of the language arts program for English learners and occurs simultaneously with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners are planned according to the students' assessed level of literacy (reading and writing) in English and their primary language as well as their proficiency in English (listening, speaking, reading, and writing). Students with strong literacy skills in their primary language are at an advantage in that they can concentrate on acquiring and learning English rather than on receiving initial instruction in reading and writing.

Students in fifth grade continue to transition from learning to read to reading to learn subject-matter content which calls for students to use and understand more sophisticated content-specific vocabulary and language structures. English learners receive intensive vocabulary development and academic language instruction to succeed in language arts and other content areas at their grade level. English learners benefit from instructional strategies such as pre-teaching concepts, vocabulary, and the grammatical features of key vocabulary and by having multiple opportunities to use newly acquired vocabulary in their reading, speaking, and writing assignments. They also benefit from explicit writing instruction on how to write narrative compositions focusing on the use of plot elements. Students practice and learn how to switch from past and present tenses while developing narrative essays. Because English learners are still developing proficiency in English, students gain from receiving positive corrective teacher feedback on their writing and grammatical errors. English learners may need additional time and practice in writing such compositions to further their writing abilities.

**English learners benefit from instructional strategies such as pre-teaching concepts, vocabulary, and the grammatical features of key vocabulary...**

English learners further develop oral and written language through formal linguistic instruction that includes learning common phrases, idiomatic expressions, and language patterns with special consideration given to phonological, morphological, syntactical, and semantic structures of English. As students learn grammatical rules and functions of the perfect verb tense, prepositions, conjunctions, and interjections, they are provided with multiple opportunities to practice them both in speaking and writing and receive corrective teacher feedback (refer to the Transition to Common Core State Standards: Planning ELD Instruction chart that follows for a more extensive list of grammatical conventions).

For those students whose academic achievement is two or more years below grade level, placement in an Intensive Intervention Program for English Learners should be considered. These stand-alone, intensive, accelerated programs are specifically designed for English learners in grades four through eight whose academic achievement is two or more years below grade level. (For additional information on state-adopted intensive intervention programs for English Learners, see Chapter 9 of the *Reading/Language Arts Framework for California Public Schools* and the list of adopted instructional materials on the CDE Reading/Language Arts Web page at <http://www.cde.ca.gov/ci/rl/im/rladoptedlist.asp>.)

Specially designed academic instruction in English (SDAIE) strategies can provide valuable instructional strategies to meet the needs of English learners. For additional resources to support the teaching of English learners, go to the CDE Specialized Programs Web page <http://www.cde.ca.gov/sp/el/>. The CDE recently published an excellent resource, *Improving Education for English Learners: Research-Based Approaches*, that provides the most comprehensive, up-to-date strategies to serve English learners. This book provides guidelines for teaching ELD and SDAIE strategies, as well as recommended instructional practices. The publication is available through the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.

English learners need additional time for appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS in English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

<b>Transition to Common Core State Standards with California Additions Planning ELD Instruction – Fifth Grade</b>	
<b>Reading Standards for Literature</b>	<p>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.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b>(See grade 5 Language standards 4–6 for additional expectations.)</b></p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>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).</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>

	<p>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.</p>
<b>Reading Standards for Informational Text</b>	<p>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.</p> <p>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.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>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).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>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.</p>
<b>Reading Standards: Foundational Skills</b>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>
<b>Writing Standards</b>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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</p>

	<p>Language standards 1–3 up to and including grade 5.)</p> <ol style="list-style-type: none"> <li>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.</li> <li>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</li> <li>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.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>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.</li> </ol>
<p><b>Speaking and Listening Standards</b></p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Summarize the points a speaker <b>or media source</b> makes and explain how each claim is supported by reasons and evidence, <b>and identify and analyze any logical fallacies.</b></li> <li>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.</li> <li>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> </ol>
<p><b>Language Standards</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>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>).</li> </ol>
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## The Standards

The CCSS that follow are the pre-publication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 21, 2010. Content that is unique to California and which was added by California to the multi-state common core standards is in bold typeface. The SCOE document is available online at [http://www.scoe.net/castandards/agenda/2010/ela\\_ccs\\_recommendations.pdf](http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf) (Outside Source). These grade five CCSS for English Language Arts were adopted by the California State Board of Education on August 2, 2010.

A complete listing of the grade five 1997 California English language arts standards is located on CDE Content Standards Web page <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

<b>Common Core State Standards with California Additions English Language Arts – Fifth Grade</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.	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).
<b>Craft and Structure</b>	

4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. <b>(See grade 5 Language standards 4–6 for additional expectations.)</b>
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.	Describe how a narrator’s or speaker’s point of view influences how events are described.
<b>Integration of Knowledge and Ideas</b>	
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).
8.	(Not applicable to literature)
9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the 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.
<b>Craft and Structure</b>	
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. <b>(See grade 5 Language standards 4–6 for additional expectations.)</b>
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.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>Integration of Knowledge and Ideas</b>	

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.
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.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
3.	<p>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>
<b>Fluency</b>	
4.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1.	<p>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.</p>

	<ul style="list-style-type: none"> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
2.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Production and Distribution of Writing</b>	
4.	<p>Produce clear and coherent writing (<b>including multiple-paragraph texts</b>) 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>

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.)
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.
<b>Research to Build and Present Knowledge</b>	
7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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.
9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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]”).</li> <li>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]”).</li> </ul>
<b>Range of Writing</b>	
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.
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1.	<p>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> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the</li> </ul>

	<p>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>
2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.	Summarize the points a speaker <b>or media source</b> makes and explain how each claim is supported by reasons and evidence, <b>and identify and analyze any logical fallacies.</b>
<b>Presentation of Knowledge and Ideas</b>	
4.	<p>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>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.</b></p> <p><b>b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</b></p>
5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
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 for specific expectations.)
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1.	<p>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>
2.	<p>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 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>
<b>Knowledge of Language</b>	
3.	<p>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., dialects, registers) used in stories, dramas, or poems.</p>
<b>Vocabulary Acquisition and Use</b>	
4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, 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 <b>and to identify alternate word choices in all content areas</b>.</p>
5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

	<ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
6.	<p>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>