

5th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Integrate words and illustrations	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	7. Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction). 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.		CLUSTER	7. Identify visual or multimedia elements that contribute to the meaning of a text. 8. (Not applicable to literature) 9. Compare and contrast two books on the same topic or theme.	Concept: Texts convey meaning through words and other visual or multimedia elements. Skills: Identify elements of pictures and illustrations that contribute to the meaning of a text; identify multimedia elements that contribute to the meaning of a text; compare two books on the same theme or topic; contrast two books on the same theme or topic; compare and contrast two books on the same theme or topic. Big Idea: Authors describe the same topics or themes in different ways using words, pictures, and other multimedia elements. Essential Questions: What is happening in this picture/multi-media element? What does this picture/multimedia element help me understand? What does the author tell me about the topic/theme? How are the ideas in this book the same as the ideas in the other one? How are the ideas in this book different from the ideas in the other one?
Range of Reading and Level of Text Complexity		Understanding Text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.		CLUSTER	10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that, describe the narrator.).	Concept: Listening and shared reading, are active processes. Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. Big Idea: Engaging during group reading requires thinking and communicating. Essential Questions: Why are we reading this story, drama or poem? How do I communicate my understanding with others?

5th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details		Use details to support understanding	Key Ideas and Details	GUIDANCE	Key Ideas and Details
CLUSTER	<ol style="list-style-type: none"> 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. 		CLUSTER <ol style="list-style-type: none"> 1. Select quotes that explain what the text says explicitly. 2. Determine the topic of a text and identify key details that relate to it. 3. Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both: severe storms, dangerous, related to weather). 		<p>Concept: Understanding a text involves identifying what the text says explicitly and relating those details within and across texts.</p> <p>Skills: Identify details; identify quotes that explain what the text says explicitly; determine the topic of the text; compare two or more individuals, events, or concepts; contrast two or more individuals, events, or concepts.</p> <p>Big Idea: Texts provide important information that helps the reader identify the topic and compare and contrast elements across texts.</p> <p>Essential Questions: What specific words help explain what the text says? What is the topic of this text? Which details relate to the topic? What is the same about the way these individuals/events/concepts are described in these two texts? What is different about the way these individuals/events/concepts are described in these two texts?</p>
Craft and Structure		Use text structure to support understanding	Craft and Structure	GUIDANCE	Craft and Structure
CLUSTER	<ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. 5. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) 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. 		CLUSTER <ol style="list-style-type: none"> 7. Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area (e.g., Thunderstorms have thunder, <lightening>, and strong winds.) 8. Determine the chronology, comparison, cause/effect, or problem/solution presented in a text. 9. Compare and contrast two written accounts of the same experience or event. 		<p>Concept: Authors use words and structure to tell about events and experiences.</p> <p>Skills: Identify the word that completes a sentence; determine if the information in the text is presented in sequence; determine if there is a comparison being made between two or more text elements; determine if there is a cause and effect relationship being described; determining if there is a problem and solution being described; compare two written accounts of the same experience or event; contrast two written accounts of the same experience or event.</p> <p>Big Idea: Texts tell about events using carefully selected words that are organized in different ways to meet different purposes.</p> <p>Essential Questions: What word completes this sentence? Is the information presented in a sequence? Does the author compare two or more text elements? Is a cause and effect relationship described? Is a problem and solution being described? What is the same about the description of these two experiences? What is different about the description of these two experiences?</p>

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READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Acquire additional knowledge	Integration of Knowledge and Ideas	GUIDANCE	Integration of Knowledge and Ideas
CLUSTER	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 supports which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		CLUSTER 7. Locate information or the answer to a question in a text (e.g., Read/listen to the text to find how the animal adapts.) 8. Determine which evidence (details and examples) supports which points in a text (e.g., In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.) . 9. Compare and contrast several texts on the same topic.		Concept: Comprehension is supported by seeking information and comparing and contrasting that information within and across texts. Skills: Locate specific information in the text to answer questions; identify details and examples that support different points; compare several texts on the same topic; contrast several texts on the same topic; compare and contrast several texts on the same topic. Big Idea: Text provides information that supports points being made and can be compared and contrasted across texts. Essential Questions: Where in the text can I find the answer to that? What evidence supports these points? How are these texts that same? How are these texts different?
Range of Reading and Level of Text Complexity		Understand Text	Range of Reading and Level of Text Complexity	GUIDANCE	Range of Reading and Level of Text Complexity
CLUSTER	10. By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.		CLUSTER 10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to find out three facts about bears. Read or listen to the text to compare what it says about animals to what we learned about animals yesterday.)		Concept: Listening and shared reading is an active process. Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. Big Idea: Engaging during group reading requires thinking and communicating. Essential Questions: Why are we reading this text? How do I communicate my understanding with others?

5th GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR FOUNDATIONAL SKILLS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Phonics and Word Recognition		Read words	Phonics and Word Recognition	GUIDANCE	Phonics and Word Recognition
CLUSTER	1. Know and apply grade-level phonics and word analysis skills in decoding words. 2. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.		1. Apply letter-sound and word analysis skills in reading words. 2. Decode single syllable words. 3. Read common high frequency words.		Concept: Decoding skills and sight word recognition are important in reading. Skills: Decode single syllable words; recognize high frequency words. Big Idea: Reading words is supported by knowledge of letter sounds, decoding strategies, and memory. Essential Questions: What sounds do those letters make? How do I blend those sounds together? Have I seen that spelling pattern before? Is there another word I know that will help me read this word? How can I remember that word?
	Fluency		Fluency		Fluency
	3. Read with sufficient accuracy and fluency to support comprehension. 4. Read on-level text with purpose and understanding. 5. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. 6. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read text	4. Read text comprised of familiar words with accuracy and understanding to support comprehension		Concept: Reading words with accuracy supports comprehension. Skills: Recognize words; decode words; monitor comprehension. Big Idea: Reading involves recognizing the words and understanding their meaning. Essential Questions: What sounds do these letters make? What word do I get when I blend those sounds together? What do these words mean? What does this text mean?

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

5th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS	
Text Types and Purposes			Text Types and Purposes		Text Types and Purposes	
CLUSTER	<div>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<ul style="list-style-type: none">• 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.• Provide logically ordered reasons that are supported by facts and details.• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).• Provide a concluding statement or section related to the opinion presented.</div> <div>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none">• 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.• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain- specific vocabulary to inform about or explain the topic.</div> <div>3. Provide a concluding statement or section related to the information or explanation presented.<ul style="list-style-type: none">• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations Use a variety of transitional words, phrases, and clauses to manage the sequence of events.• Use concrete words and phrases and sensory details to convey experiences and events precisely.• Provide a conclusion that follows from the narrated experiences or events.</div>		Write for multiple purposes	CLUSTER	<div>1. Write* opinion pieces on topics or texts, supporting a point of view with reasons and information. State a topic or book to write about and state an opinion about it.</div> <div>2. Provide reasons that support the opinion using 2-3 word combinations. Provide facts or details to support opinion using 2-3 word combinations.</div> <div>3. Write* to convey information and ideas clearly. State a topic and select illustrations or visual/tactile supports related to it. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary. Provide facts or details related to the topic using 2-3 word combinations.</div>	GUIDANCE

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

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WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	Production and Distribution of Writing		CLUSTER	Production and Distribution of Writing	Production and Distribution of Writing
	<p>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 #1–3 above.)</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.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.</p>	Revise and publish own writing		<p>4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing*.</p>	<p>Concept: We write so that others can understand what we want them to know and so they can refer back to it.</p> <p>Skills: Identify purpose for writing; identify who will read the writing, organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing.</p> <p>Big Idea: Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience.</p> <p>Essential Questions: Why am I writing this? Who is going to read it? Does it make sense? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

5th GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	Research to Build and Present Knowledge	Acquire Knowledge	CLUSTER	Research to Build and Present Knowledge	Research to Build and Present Knowledge
	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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).</p> <p>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 supports which point[s]).</p>			<p>Gather information about a topic from several sources.</p> <p>Identify or recall information relevant to a personal experience or a topic and then sort the information into categories.</p> <p>Write* in response to text being read or heard and topics being researched.</p> <ul style="list-style-type: none"> • Apply grade 5 Extended Reading standards to literature (e.g., Identify the problem). • b. Apply grade 5 Extended Reading standards to informational texts (e.g., Determine the topic and key details). 	<p>Concept: Listening, reading and gathering information help build our knowledge so we can write about our ideas.</p> <p>Skills: Identify a topic; identify sources that will give information about the topic; identify information relevant to personal experiences; identify information from the source; sort the information into given categories; write about literature that has been read or heard; write about informational text that has been read or heard.</p> <p>Big Idea: Information to use in writing can be found in multiple sources, categorized in different ways, or learned by reading or listening to text for a variety of purposes.</p> <p>Essential Questions: What do I want to know about? Where can I find information on this topic? How can I sort the information into the categories? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text?</p>
Range of Writing		Write	CLUSTER	Range of Writing	Range of Writing
GUIDANCE	<p>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.</p>			<p>10. Write* routinely for a range of discipline- specific tasks, purposes, and audiences.</p>	<p>Concept: The time it takes to develop a writing product is dependent on the task, purpose and audience.</p> <p>Skills: Use standard writing instruments, computers or alternate writing tools to write; understand the specific task, purpose, and audience; remember the topic; add additional information to the topic.</p> <p>Big Idea: Good writers continue working on writing until it meets their purpose.</p> <p>Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough? What else can I write about this? Does it make sense? Do I need to change words or phrases so it makes sense? What else can I write to make it easier for someone to understand?</p>

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

5th GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Comprehension and Collaboration		Communicate collaboratively	Comprehension and Collaboration		Comprehension and Collaboration
CLUSTER	1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Summarize written texts read aloud or information presented graphically, orally, visually, or multi-modally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		CLUSTER	Participate in communicative exchanges. Come to discussions prepared to share information. Communicate directly with peers in multi-turn exchanges. Ask and answer questions of adult or peer communication partners to clarify and elaborate. Make comments that contribute to the discussion and link to the remarks of others. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multi-modally. Identify the points a speaker makes.	GUIDANCE Concept: Discussions provide opportunities to prepare, contribute, build and refine knowledge and support more in-depth demonstrations of understanding. Skills: Prepare to participate in discussions; communicate to convey message, respond to partner; ask questions, answer questions, clarify a message; elaborate on comments; add comments to a discussion that relate to the remarks of others; identify words or phrases to describe the meaning of a text or presentation; identify points made by a speaker. Big Idea: Group discussions provide opportunities to prepare, contribute information, expand understandings, clarify messages, and demonstrate knowledge. Essential Questions: How do I prepare? What do I want to say? What do I want to know more about? What did they mean by that? Who can I ask? What words answer the question? How can I make my message clearer? What else can I say? What can I add to that person's comment? What do I know about this book? What words or phrases describe the meaning? What did the speaker say that was important?

5th GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Presentation of Knowledge and Ideas		Communicate Ideas	Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
CLUSTER	2. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 3. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 4. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)		CLUSTER	5. Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it 6. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges. 7. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, “Did you like it?” and a simple “Yah” is acceptable).	<p>Concept: Language and other representations can be used to communicate and enhance information with more or less precision, depending on the context.</p> <p>Skills: Identify facts and details about a familiar topic, story or experience; make choices or create visual, tactile or auditory representations to enhance a report or communication exchange; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient.</p> <p>Big Idea: Information about familiar topics, stories and experiences can be communicated and enhanced using language and other representations. Sometimes one or two words are all that are needed and at other times whole sentences are required.</p> <p>Essential Questions: What do I want to talk about? What are some things I know about that? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this well? Who will I be communicating with? Do I need to say that more clearly?</p>

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5th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Conventions of Standard English		Communicate conventionally	Conventions of Standard English	Conventions of Standard English
CLUSTER	<p>1. Observe conventions of grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects Use verb tense and aspect to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense and aspect.* Use correlative conjunctions.</p> <p>2. Observe conventions of capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.*</p> <p>3. Use a comma to separate an introductory element from the rest of the sentence. 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?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.</p>		<p>CLUSTER</p> <p>1. Demonstrate understandings of standard English grammar and usage when communicating.</p> <ul style="list-style-type: none">• Use frequently occurring conjunctions (e.g., and, but, for, because).• Use singular and plural nouns with matching verbs (e.g., I eat. He eats.) <p>2. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told)</p> <p>3. Demonstrate understandings of capitalization, ending punctuation, and spelling patterns when writing.</p> <ul style="list-style-type: none">• Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.• Capitalize the first word in a sentence.• Capitalize names.• Use period to mark the end of a sentence.	<p>GUIDANCE</p> <p>Concept: It matters which words, letters and punctuation you choose when communicating. Skills: Use conjunctions in context; use singular and plural nouns with matching verbs in context; form and use the past tense of frequently occurring irregular verbs in context; spell simple words by using letter-sound relationships and/or common spelling patterns; capitalize the first word in a sentence; capitalize names; use period to mark the end of a sentence. Big Idea: Communication involves choosing the right words, letters and punctuation to make your message clear. Essential Questions: What word can I use to put these ideas together? How can I say what that person does? How can I say that already happened? What sounds do I hear in that word? Is there a word I know that will help me spell this word? What do I need to do to the word at the beginning of a sentence? Is that someone's name? What mark should I use at the end of that sentence?</p>

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5th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Effective Language Use			Effective Language Use		Effective Language Use
CLUSTER	<ol style="list-style-type: none"> 1. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. 2. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 	Communicate effectively	CLUSTER	<ol style="list-style-type: none"> 1. Use language to achieve desired meaning when writing or communicating. 2. Combine simple sentence to create more complex sentences (e.g., I like milk. I like cookies. I like milk and cookies.). 	<p>Concept: Communication is strengthened when related ideas are combined into a single sentence.</p> <p>Skills: Identify the parts of two or more sentences that are the same; identify the parts of two or more sentences that are different; combine two or more sentences without repeating or forgetting any parts.</p> <p>Big Idea: Combining ideas that are related makes sentences better.</p> <p>Essential Questions: What am I trying to write? What ideas are the same in these two sentences? What ideas are different? What words have I used more than once? How can I put my ideas together? Did I repeat anything? Did I forget anything?</p>

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5th GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS	
Vocabulary Acquisition and Usage			Vocabulary Acquisition and Usage		Vocabulary Acquisition and Usage	
CLUSTER	<div><div>1. 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.</div><div>2. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</div><div>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</div><div>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.</div><div>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</div><div>Interpret figurative language, including similes and metaphors, in context.</div><div>Recognize and explain the meaning of common idioms, adages, and proverbs.</div><div>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</div><div>Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</div></div>	Acquire and Use language	CLUSTER	<div><div>1. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</div><div>2. Choose from an array of content related words to complete sentence read aloud by adults. Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g., cooks, cooked, cooking).</div><div>3. Demonstrate understanding of word relationships.</div><div>4. Use words with multiple meanings accurately (e.g., identify a duck as a type of bird and use the verb to duck).</div><div>5. Use simple, common idioms (e.g., you bet, it's a deal, cool).</div><div>6. Distinguish shades of meaning of adjectives differing in intensity (e.g., uncomfortable, painful).</div><div>7. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).</div><div>8. Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp and then) and contrast (e.g., He likes it but).</div></div>	GUIDANCE	<div><div>Concept: Words have meaning across context and in relation to one another.</div><div>Skills: Use the context of a sentence to determine a missing word; use common root words with different word endings in context; use words with multiple meanings in context; use simple, common idioms; distinguish between adjectives that differ in intensity; identify words with similar meanings; use words across contexts; use phrases that continue a thought or idea.</div><div>Big Idea: As words are learned and used, they are related to topics, contexts, and one another.</div><div>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What word should I use to tell when that happened? What word do I need to tell that there is more than one? What does that word mean when I use it in this sentence? How do my friends say that? What word do I know that is the same as this word? What is the best word to describe that? What words can I use to put these ideas together?</div></div>

5th Grade Mathematics
Operations and Algebraic Thinking

Common Core State Standards		Essence	Extended Common Core
Write and interpret numerical expressions.		Write numerical expression	Write a simple numerical expression.
Cluster	1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>		Cluster 1. Write and solve a number problem based on a real-world situation.
Analyze patterns and relationships.		Analyze patterns and relationships	Analyze patterns and relationships.
Cluster	3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>		Cluster 2. Use repeating shape and numerical patterns to identify the unit, correct errors, and extend the pattern. 3. Understand the concept of counting by 2’s and 5’s. 4. Understand counting by 10’s on and off the decade (0-100).

5th Grade Mathematics
Number and Operations in Base Ten

Common Core State Standards		Essence	Extended Common Core
Understand the place value system.		Understand the place value system	Understand the place value system.
Cluster	<ol style="list-style-type: none"> 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 3. Read, write, and compare decimals to thousandths. <ol style="list-style-type: none"> a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. 4. Use place value understanding to round decimals to any place. 		<ol style="list-style-type: none"> 1. Understand the sequential order of the counting numbers (0-100) and their relative magnitudes. 2. Illustrate whole numbers in groups of one's and ten's by composing and decomposing.

Perform operations with multi-digit whole numbers and with decimals to hundredths.		Use four operations with whole numbers	Perform operations with multi-digit whole numbers (0-100).
Cluster	<ol style="list-style-type: none"> Fluently multiply multi-digit whole numbers using the standard algorithm. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 		<ol style="list-style-type: none"> Solve addition and subtraction problems when initial is unknown (i.e. $+ 2 = 10$; $- 2 = 8$). Use concrete objects to illustrate the commutative property. Solve single and multi-digit addition and subtraction equations (no regrouping). Illustrate the concept of multiplication by using equal shares to make 1-5 equal groups. Illustrate the concept of division by making 1-5 equal sized groups and count number of groups. Illustrate "left over" using objects and representations (remainder).

5 th Grade Mathematics Number and Operations - Fractions			
Common Core State Standards		Essence	Extended Common Core
Use equivalent fractions as a strategy to add and subtract fractions.		Adding fractions	Develop an understanding of addition with fractions.
Cluster	<ol style="list-style-type: none"> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i> 		<ol style="list-style-type: none"> Identify whole, half, fourth and third using concrete models (use continuous and discrete items). Use symbolic representation for each fractional part. Understand a set must be divided into equal parts of the whole and when reassembled recreates the whole using a model. Add fractions with like denominators to make a whole (halves, thirds, fourths).

5 th Grade Mathematics Measurement and Data			
Common Core State Standards		Essence	Extended Common Core
Convert like measurement units within a given measurement system.		Solve measurement problems	Solve measurement problems using time, length, and mass (Customary System).
Cluster	1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.		Cluster 1. Tell time to the nearest 5 minutes. 2. Compare the weight and length of an object using two different units. 3. Estimate which standard unit will need more or less units to measure same item. 4. Solve problems using appropriate vocabulary to describe differences in length and weight (e.g. more, less, same).
Represent and interpret data.		Represent and interpret data	Represent and interpret data.
Cluster	2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>		Cluster 5. Collect, organize and display data on a picture, line plot or bar graph. 6. Interpret graphs (more, less, same).

5 th Grade Mathematics Geometry		
Common Core State Standards		Essence
Graph points on the coordinate plane to solve real-world and mathematical problems.		Graph points
Cluster	<ol style="list-style-type: none"> 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. 	Cluster <ol style="list-style-type: none"> 1. Plot points in 1st quadrant.
Classify two-dimensional figures into categories based on their properties.		Classify two-dimensional figures
Cluster	<ol style="list-style-type: none"> 3. Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 4. Classify two-dimensional figures in a hierarchy based on properties. 	Cluster <ol style="list-style-type: none"> 2. Classify figures based on angles and parallel sides. 3. Sort figures and describe the common attribute(s).