

# DK Common Core State Standards Alignment

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Grade-Level Expectation: 5

Guided Reading Level: V

**CCSS.ELA-Literacy.L.5.3,4,4a,4c,5,5a,6**

**CCSS.ELA-Literacy.RF.5.3,3a,4,4a,4c**

**CCSS.ELA-Literacy.RL.5.1,2,3,4,5,7,9,10**

**CCSS.ELA-Literacy.SL.5.2,4,5,6**

**CCSS.ELA-Literacy.W.5.3,3a,3b,3c,3d,3e,8,9,9a,10**

## Grade 5

### Knowledge of Language

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

### Vocabulary Acquisition and Use

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- **CCSS.ELA-Literacy.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figurative language, including similes and metaphors, in context.



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- **CCSS.ELA-Literacy.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Grade 5

### Phonics and Word Recognition

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- **CCSS.ELA-Literacy.RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.
  - 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.

### Fluency

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- **CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Grade 5

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.5.2** 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.
- **CCSS.ELA-Literacy.RL.5.3** 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).

### Craft and Structure

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- **CCSS.ELA-Literacy.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **CCSS.ELA-Literacy.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.



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### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.5.7** 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).
- **CCSS.ELA-Literacy.RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RL.5.10** 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.

### Grade 5

#### Comprehension and Collaboration

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- **CCSS.ELA-Literacy.SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Presentation of Knowledge and Ideas

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

### Grade 5

#### Texts Types and Purposes

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- **CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



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- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### Research to Build and Present Knowledge

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- **CCSS.ELALiteracy.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **CCSS.ELALiteracy.W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 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]”).

### Range of Writing

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



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