# COMMON CORE ESSENTIAL ELEMENTS
# FOR

# FIFTH GRADE

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## Fifth Grade English Language Arts Standards: Reading (Literature)

| CCSS Grade-Level Standards | Common Core Essential Elements |
|---|---|
| **Key Ideas and Details.** | |
| **RL.5.1**. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **EERL.5.1.** Identify words in the text to answer a question about explicit information. |
| **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. | **EERL.5.2.** Identify the central idea or theme of a familiar story, drama or poem. |
| **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). | **EERL.5.3.** Compare and contrast two characters in a familiar story. |
| **Craft and Structure.** | |
| **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. | **EERL.5.4.** After listening to or reading a familiar text, determine the meanings of words and phrases. |
| **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. | **EERL.5.5.** Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure. |
| **RL.5.6.** Describe how a narrator's or speaker's point of view influences how events are described. | **EERL.5.6.** Determine the point of view of the narrator. |
| **Integration of Knowledge and Ideas.** | |
| **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). | **EERL.5.7.** Identify illustrations and multimedia elements that add to understanding of a text. |
| **RL.5.8.** (Not applicable to literature) | **EERL.5.8.** N/A |
| **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. | **EERL.5.9.** Compare two stories with similar topics. |
| **Range of Reading and Level of Text Complexity.** | |
| **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. | **EERL.5.10.** **This Literature Essential Element references all elements above. |

**Fifth Grade English Language Arts Standards: Reading (Informational Text)**

| CCSS Grade-Level Standards | Common Core Essential Elements |
|---|---|
| **Key Ideas and Details.** | |
| **RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **EERI.5.1.** Select words or phrases from the text to support inferences. |
| **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | **EERI.5.2.** When given text, identify the main ideas that are supported by the key details. |
| **RI.5.3.** 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. | **EERI.5.3.** Make connections between two individuals or events/actions in a text. |
| **Craft and Structure.** | |
| **RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. | **EERI.5.4.** After listening to or reading a text, determine the meanings of domain-specific words and phrases. |
| **RI.5.5.** 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. | **EERI.5.5.** Identify the beginning, middle, and end of a text with a clear sequential structure. |
| **RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | **EERI.5.6.** Given two pieces of information on the same event or topic, note what is the same. |
| **Integration of Knowledge and Ideas.** | |
| **RI.5.7.** 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. | **EERI.5.7.** Use print or digital sources for information to answer a question. |
| **RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | **EERI.5.8.** Identify the evidence or reasons the author uses to support points in text. |
| **RI.5.9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | **EERI.5.9.** Collect information from two or more texts on the same topic to share information about a subject. |
| **Range of Reading and Level of Text Complexity.** | |
| **RI.5.10.** 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. | **EERI.5.10.** \*\*This Informational Text Essential Element references all elements above. |

| Fifth Grade English Language Arts Standards: Reading (Foundational Skills) | |
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| **CCSS Grade-Level Standards** | **Common Core Essential Elements** |
| **Phonics and Word Recognition.** | |
| **RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words.<br> 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. | **EERF.5.3.** Know and apply phonics and word analysis skills in decoding words.<br> a. Decode two-syllable words. |
| **Fluency.** | **EERF.5.3.b.** Read more than 20 common high-frequency words. |
| **RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.<br> a. Read grade-level text with purpose and understanding.<br> b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.<br> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **EERF.5.4.** Read text comprised of familiar words with accuracy and understanding. |

| Fifth Grade English Language Arts Standards: Writing | |
|---|---|
| **CCSS Grade-Level Standards** | **Common Core Essential Elements** |
| **Text Types and Purposes.** | |
| **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br> 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. | **EEW.5.1.** Write an opinion about a topic or text and reasons to support the opinion.<br> a. Introduce a topic or text and state an opinion about it. |
| b. Provide logically ordered reasons that are supported by facts and details. | **EEW.5.1.b.** Provide reasons to support the opinion. |
| c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). | **EEW.5.1.c.** N/A |
| d. Provide a concluding statement or section related to the opinion presented. | **EEW.5.1.d.** N/A |
| **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., | **EEW.5.2.** Write to convey ideas and information clearly.<br> a. Introduce a topic and organize illustrations or other multimedia related to it. |

**Fifth Grade English Language Arts Standards: Writing**

| CCSS Grade-Level Standards | Common Core Essential Elements |
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| headings), illustrations, and multimedia when useful to aiding comprehension. | |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | **EEW.5.2.b.** Provide facts, details, or other information related to the topic. |
| c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). | **EEW.5.2.c.** N/A |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | **EEW.5.2.d.** N/A |
| e. Provide a concluding statement or section related to the information or explanation presented. | **EEW.5.2.e.** N/A |
| **W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | **EEW.5.3.** Select an event or personal experience and write about it.<br>a-b. Introduce the experience or situation, and follow with three or more events in sequence. |
| c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | **EEW.5.3.c.** N/A |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | **EEW.5.3.d.** N/A |
| e. Provide a conclusion that follows from the narrated experiences or events. | **EEW.5.3.e.** N/A |
| **Production and Distribution of Writing.** | |
| **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | **EEW.5.4.** Produce writing that is appropriate to task, purpose, and audience. |
| **W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | **EEW.5.5.** With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information. |

**Fifth Grade English Language Arts Standards: Writing**

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| **W.5.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | **EEW.5.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. |
| **Research to Build and Present Knowledge.** | |
| **W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | **EEW.5.7.** Conduct short research projects using two or more sources. |
| **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. | **EEW.5.8.** Recall information from personal experiences or gather relevant information from print and digital sources to include in writing. |
| **W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br> 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]."). | **EEW.5.9.** Use information from literary and informational text to support writing.<br> a. Apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story."). |
| 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]"). | **EEW.5.9.b.** Apply *Essential Elements of Grade 5 Reading Standards* to informational text (e.g., "Identify evidence the author uses."). |
| **Range of Writing.** | |
| **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. | **EEW.5.10.** Write routinely for a variety of tasks, purposes, and audiences. |

| Fifth Grade English Language Arts Standards: Speaking and Listening | |
|---|---|
| **CCSS Grade-Level Standards** | **Common Core Essential Elements** |
| **Comprehension and Collaboration.** | |
| **SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.<br>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. | **EESL.5.1.** Participate in collaborative discussions.<br> a. Prepare for discussions. |
| b. Follow agreed-upon rules for discussions and carry out assigned roles. | **EESL.5.1.b.** Engage in discussions to share information on the topic. |
| c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | **EESL.5.1.c.** Communicate directly with peers in multi-turn exchanges. |
| d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | **EESL.5.1.d.** Ask and answer questions of adult or peer communication partners to identify key issues of the discussion. |
| **SL.5.2.** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | **EESL.5.2.** Identify the main idea and supporting details of a text presented through diverse media. |
| **SL.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | **EESL.5.3.** Identify the main point a speaker makes. |
| **Presentation of Knowledge and Ideas.** | |
| **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. | **EESL.5.4.** Create a simple report or presentation about a curriculum-based topic. |
| **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. | **EESL.5.5.** Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. |
| **SL.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | **EESL.5.6.** Use formal and informal language. |

| Fifth Grade English Language Arts Standards: Language | |
|---|---|
| **CCSS Grade-Level Standards** | **Common Core Essential Elements** |
| **Conventions of Standard English.** | |
| **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | **EEL.5.1.** Demonstrate standard English grammar and usage when communicating.<br> a. Use singular and plural nouns with matching verbs (e.g., *Sam eats*, *dogs eat*). |
| b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. | **EEL.5.1.b.** N/A |
| c. Use verb tense to convey various times, sequences, states, and conditions. | **EEL.5.1.c.** N/A |
| d. Recognize and correct inappropriate shifts in verb tense.*[*sic*] | **EEL.5.1.d.** (See EEL.5.1.a.) |
| e. Use correlative conjunctions (e.g., *either/or, neither/nor*). | **EEL.5.1.e.** Use frequently occurring conjunctions: *and*, *but*, *or*, *for*, *because*. |
| **L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br> a. Use punctuation to separate items in a series.*[*sic*] | **EEL.5.2.** Use conventions of standard English.<br> a. Capitalize names and the first word in a sentence. |
| b. Use a comma to separate an introductory element from the rest of the sentence. | **EEL.5.2.b.** Use a period to mark the end of a sentence. |
| c. 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?*). | **EEL.5.2.c.** N/A |
| d. Use underlining, quotation marks, or italics to indicate titles of works. | **EEL.5.2.d.** N/A |
| e. Spell grade-appropriate words correctly, consulting references as needed. | **EEL.5.2.e.** Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns. |
| **Knowledge of Language.** | |
| **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | **EEL.5.3.** Use language to achieve desired meaning when communicating. |
| b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems. | **EEL.5.3.b.** N/A |

**Fifth Grade English Language Arts Standards: Speaking and Listening**

| CCSS Grade-Level Standards | Common Core Essential Elements |
|---|---|
| **Vocabulary Acquisition and Use.** | |
| **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.<br> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | **EEL.5.4.** Determine or clarify the meaning of vocabulary drawn from reading and content areas.<br> a. Use context as a clue to determine the meaning of words. |
| b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). | **EEL.5.4.b.** Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs. |
| 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. | **EEL.5.4.c.** N/A |
| **L.5.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br> a. Interpret figurative language, including similes and metaphors, in context. | **EEL.5.5.** Demonstrate understanding of word relationships.<br> a. Use simple, common idioms (e.g., *You bet!*, *It's a deal.*, *We're cool.*). |
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | **EEL.5.5.b.** N/A |
| c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | **EEL.5.5.c.** N/A |
| **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*). | **EEL.5.6.** Use domain-specific words (e.g., *if, then, next*). |