Standards	Eligible Content	Know	Understand	Do
Standards	**Eligible Content**	**Facts, formulas, vocab**	**Big ideas, concepts, principles, generalization**	**Numeracy, literacy, thinking strategies**
CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	*There is no Eligible Content for this standard.*	decode prefixes suffixes roots word parts	Phonics strategies can be used to read unknown words.	Decode grade level multisyllabic words using phonics skills Decode grade level multisyllabic words using syllabication patterns Decode grade level multisyllabic words using morphology
CC.1.1.5.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*There is no Eligible Content for this standard.*	fluency accuracy comprehension context	Reading speed influences the understanding of a text. Self-monitoring when reading increases accuracy and understanding.	Read text with a high rate of accuracy Read text at grade level appropriate fluency Self correct mistakes when reading
CC 1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	main idea key details summary	Identifying Main Ideas and key details contribute to the understanding and summarizing of the text.	State, discuss and/or write a summary which includes the main ideas and key details.
CC 1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	cite evidence main idea inference generalization annotate	Citing evidence accurately will strengthen the argument for inferences and generalizations.	Quote accurately from the text either in writing or orally when making inferences.
CC 1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	inference evidence analysis	Being able to explain the interaction/relationships between characters or events strengthens the reader's understanding of the text.	Write/orally explain the relationships or interactions between individuals, events or ideas.

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CC 1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.	compare/similarity contrast/differences research/evidence synthesis point of view	Author's points of view impact the details and events of a text.	Read multiple accounts on the same topic and identify how each author's point of view impacts the events described.
CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.	text structure >chronological/time order >comparison >cause/effect >problem/solution text features >pictures, graphs, bold, italics, captions...	Different texts are organized in different ways to support understanding of concepts.	Identify types of text structures to aid in understanding of the content and concepts.
CC.1.2.5.G 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.	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge E05.B-C.3.1.3 Interpret text features (e.g. headings, graphics, charts) and/or make connections between text and the content of text features.	variety of resources reliable vs. unreliable	Problems can be solved and information can be found in a variety of sources.	Use a variety of sources to answer a question or solve a problem. Locate specific information in text to answer a question or solve a problem.
CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge E05.B-C.3.1.3 Interpret text features (e.g. headings, graphics, charts) and/or make connections between text and the content of text features.	Author's Purpose, Supportive evidence	Authors use a variety of evidence to support their points.	Identify the reasons and evidence that support an author's particular point.
CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge E05.B-C.3.1.3 Interpret text features (e.g. headings, graphics, charts) and/or make connections between text and the content of text features.	Domain specific vocabulary Text Structure Text Features	Different authors will use different evidence to support their position and aid in understanding.	Synthesize information from a variety of sources to demonstrate understanding of the topic.
CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words phrase based on grade 5 reading and content, choosing flexibly from a range of strategies. E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	context clues roots/affixes multi-syllabic	Authors use a variety of language to convey their point and interpretation of this is essential to understanding.	Identify the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.

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CC.1.2.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words phrase based on grade 5 reading and content, choosing flexibly from a range of strategies. E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Decoding multisyllabic words Domain specific vocabulary Context clues Signal words	Authors use a variety of words and phrases to convey their message.	Use grade appropriate vocabulary in speaking and writing.
CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words phrase based on grade 5 reading and content, choosing flexibly from a range of strategies. E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	multiple meaning words determine meaning through context Figurative Language Implied Meaning	Some words can be used differently based on context and understanding the context is critical to comprehension.	Use a variety of strategies to determine the meaning of unknown words.
CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	*There is no Eligible Content for this standard.*	genres informational text literature	Fifth grade students must read grade level texts independently and fluently in order to be proficient readers.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.5.A Determine a theme of a text 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.	E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.A-K.1.1.2 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. E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	cite evidence main idea inference generalization annotate theme/central idea/message/moral dialogue characterization conflict	Critical readers actively and thoughtfully interpret, evaluate, analyze and synthesize information while reading.	Identify the theme of a text using how the characters respond to the conflict. Cite evidence from the text to support the theme. Write a summary of the text.
CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.A-K.1.1.2 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. E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	cite evidence main idea inference generalization annotate theme/central idea/message/moral dialogue characterization conflict	Critical readers and thinkers quote text accurately to ensure understanding of the text and integration of information.	Cite textual evidence accurately by using quotations. Elaborate and explain the evidence as it relates to theme, characters, setting. Make inferences based on text evidence.

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CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.A-K.1.1.2 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. E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	compare/contrast similarity/difference characterization plot critical incident (climax)	Critical readers and thinkers use a variety of tools to integrate information and generate meaning from text.	Write/orally explain the relationships or interactions between individuals, events or ideas. Identify similarities & differences between what characters say, do & respond to conflict.
CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	E05.A-C.2.1.1 Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.	compare/similarity contrast/differences research/evidence analyze-evaluate- synthesize point of view author's purpose plot	Critical readers evaluate what they are reading based on what they read, hear and view, and synthesize that information to acknowledge differences in the points of view.	Analyze multiple texts to determine similarities and differences. Synthesize the information from the various texts.
CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	*There is no Eligible Content for this standard.*	story plot - chapters stanza scenes	Different texts are organized in different ways to support understanding of concepts.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CC.1.3.5.G 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).	*There is no Eligible Content for this standard.*	tone graphic novel vs novel What is a multimedia presentation? folktale myth	Good readers use visual and multimedia elements to add meaning and tone to a text.	Analyze in writing or discussion how visual and multimedia elements contribute to the meaning, tone, or beauty of a text by connecting the elements to understanding.
CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	theme compare/contrast genres literary elements	Critical readers identify and evaluate the similarities in text structures that authors use.	Identify similarities and differences in texts in the same genre. Identify common themes among texts in the same genre.
CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	E05.A-V.4.1.1 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	figurative language >simile, metaphor, idiom/adages, personification dictionary use parts of speech multiple meaning vocabulary Greek and Latin affixes and roots	Strategic readers create meaning from text based on the words and phrases used.	Determine the meaning of words as they are used in grade level text. Infer the meaning of figurative language used in a text.

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CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	E05.A-V.4.1.1 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Multiple-meaning words Context clues Greek and Latin affixes and roots idioms adages proverbs synonyms antonyms homographs figurative language	Critical readers understand that words can mean something different when they are used in a variety of context. Critical readers use a variety of methods to construct meaning from literature.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
CC 1.3.5.J Acquire and use accurately grade-appropriate, conversational, general academic, and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships.	E05.A-V.4.1.1 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	domain specific vocab contrast Greek and Latin affixes and roots figurative language	Critical readers use a variety of methods to construct meaning in literature. Good readers understand that word parts contribute to the overall understanding of the text.	Acquire and use accurately grade level vocabulary when speaking and writing.
CC 1.3.5.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	*There is no Eligible Content for this standard.*	literature text informational text fluency proficiency	Fifth grade students must read grade level texts independently and fluently in order to be proficient readers.	Read a variety of on-grade level text independently.
Writing				
CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	EO5.C.1.2.1, EO5.E.1.1.1	graphic organizer transition words/phrases topic facts	Effective writers convey their ideas and information clearly in their writing.	Write informative/ explanatory texts. Write to examine a topic and convey ideas and information clearly.
CC.1.4.5.B Identify and introduce the topic clearly.	E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.C.1.2.5 Establish and maintain a formal style E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.	topic	Effective writers begin their writing by clearly introducing the topic they are writing about.	Write to identify and introduce the topic clearly.

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CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.C.1.2.5 Establish and maintain a formal style. E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.	topic facts details multimedia	Effective writers use facts, definitions, details, quotations, or other information to develop their topic when writing.	Write to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.	E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.C.1.2.5 Establish and maintain a formal style. E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.	transitional words/phrases statement concluding statement	Effective writers organize and structure their writing by logically linking by using specific words, phrases, and clauses.	Use words, phrases, and clauses in writing to group related information. Write using a concluding statement or section.

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CC.1.4.5.Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.	E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.C.1.2.5 Establish and maintain a formal style. E05.C.1.2.6 Provide a concluding section related to the information or explanation presented. E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect. E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E05.E.1.1.5 Establish and maintain a formal style. E05.E.1.1.6 Provide a concluding section related to the analysis presented.	voice style	Effective writers use a variety of methods to introduce or explain their topics. They write with an awareness of their audience and convey information in a manner that is impactful.	Write using precise language and domain-specific vocabulary to inform about or explain the topic. Write using varying sentence lengths.
CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions. E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor). E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.2.1 Use punctuation to separate items in a series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 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?). E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade-appropriate words correctly.	concrete words perfect tense correlative conjunctions verb shifts	Effective writers correctly punctuate their work and utilize the standards of English to convey their meaning.	Write with grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.G Write opinion pieces on topics or texts.	See below for eligible content		People use writing to convey their opinion about a topic or text.	Write opinion pieces on topics or texts.

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CC.1.4.5.H Introduce the topic and state an opinion on the topic.		topic opinion	Effective writers effectively introduce and state an opinion on a topic.	Write by introducing a specific topic and stating an opinion about that topic.
CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.	E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details. E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). E05.C.1.1.4 Establish and maintain a formal style. E05.C.1.1.5 Provide a concluding section related to the opinion presented. E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E05.E.1.1.5 Establish and maintain a formal style. E05.E.1.1.6 Provide a concluding section related to the analysis presented.	credible sources	Effective writers use facts and details from credible sources to support their reasoning and thoughts.	Write using credible sources to support reasons with facts and details.

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CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.	E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details. E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). E05.C.1.1.4 Establish and maintain a formal style. E05.C.1.1.5 Provide a concluding section related to the opinion presented. E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E05.E.1.1.5 Establish and maintain a formal style. E05.E.1.1.6 Provide a concluding section related to the analysis presented.	purpose phrases/clauses concluding statement	Effective writers organize their writing and support their ideas using logical evidence.	Writing creates an organizational structure that includes related ideas grouped to support the writer's purpose. Writing links opinion and reasons using words, phrases, and clauses. Writing provides a concluding statement or section related to the opinion.

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Standards	Eligible Content	Facts, formulas, vocab	Big ideas, concepts, principles, generalization	Numeracy, literacy, thinking strategies
CC.1.4.5.K Write with an awareness of style. • Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details. E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). E05.C.1.1.4 Establish and maintain a formal style. E05.C.1.1.5 Provide a concluding section related to the opinion presented. E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect. E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E05.E.1.1.5 Establish and maintain a formal style. E05.E.1.1.6 Provide a concluding section related to the analysis presented.	style	Effective writers correctly punctuate their work and utilize the standards of English to convey their meaning.	Write with an awareness of style. Write using sentences of varying length. Sentences are expanded, combined, and reduced for meaning, reader/listener interest, and style.

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CC.1.4.5.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization,punctuation, andspelling.	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions. E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words (e. g., to, too, two; there, their, they're). E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.2.1 Use punctuation to separate items in a series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 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?). E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade-appropriate words correctly.	concrete words perfect tense correlative conjunctions verb shifts	Effective writers correctly punctuate their work and utilize the standards of English to convey their meaning.	Write with grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	See below for eligible content	narrative sequence of events	Narrative writing allows a writer to develop real or imagined experiences or events by telling a story.	Write narratives to develop real or imagined experiences or events.
CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	narrator characters problem	Effective writers clearly establish a situation and introduce characters or a narrator through specific language and details.	Write specifically to establish a situation or introduce a narrator/character.

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CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	dialogue description imagery	Effective writers formulate writing in an organized and logical fashion and convey information clearly.	Write using narrative techniques such as dialogue, description, and pacing. Write to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details in writing to convey experiences and events precisely.
CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	transitional words conclusion	Effective writers formulate writing in an organized and logical fashion through the use of transitional phrases and the sequencing of events.	Write using transitional words and phrases to manage a sequence of events. Writing includes a conclusion to experiences or events.
CC.1.4.5.Q Write with an awareness of style. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	E05.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.	style concise language	Effective writers incorporate style into their writing by expanding, combining, or reducing sentences for meaning and reader interest.	Write with an awareness of style. Write using sentences of varying length. Sentences are expanded, combined, and reduced for meaning, reader/listener interest, and style.

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CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions. E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor). E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.2.1 Use punctuation to separate items in a series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 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?). E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade-appropriate words correctly.	concrete words perfect tense correlative conjunctions verb shifts	Effective writers correctly punctuate their work and utilize the standards of English to convey their meaning.	Write with a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	Eligible Content - E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Eligible Content - E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. Eligible Content - E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Eligible Content - E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Eligible Content - E05.E.1.1.5 Establish and maintain a formal style. Eligible Content - E05.E.1.1.6 Provide a concluding section related to the analysis presented.	analyze reflect	Effective writers utilize information from a variety of sources to support their position.	Use evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts in writing.
CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	*There is no Eligible Content for this standard.*	revise edit	Effective writers develop planning, revising, and editing skills by accepting feedback from others.	Use the writing process by planning, revising, editing, rewriting, or trying a new approach when writing.
CC.1.4.5.U With some guidance and support, 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.	*There is no Eligible Content for this standard.*	publish collaborate sufficient keyboarding skills minimum single	Effective writers use technology to enhance their writing by adding more precise details through self revision.	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.

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CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	*There is no Eligible Content for this standard.*	investigation research	Effective writers research and investigate a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CC.1.4.5.W 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.	*There is no Eligible Content for this standard.*	recall relevant digital sources categorize	Effective writers recall information, categorize information, and list sources	Recall, discuss, and write, relevant information from experiences or gather relevant information from print and digital sources. Summarize or paraphrase in writing, information from notes and finished work, and provide a list of sources.
CC.1.4.5.X 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.	*There is no Eligible Content for this standard.*	discipline specific audiences research	Effective writers write over a period of time.	Write routinely over a variety of time frames, for a range of discipline specific tasks, purposes, and audiences.
Speaking and Listening				
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly	*There is no Eligible Content for this standard.*	collaborative	Effective speakers collaborate and express ideas when speaking.	Discuss via collaborative discussions about grade level texts and build on others' ideas. Verbally express ideas clearly.
CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	*There is no Eligible Content for this standard.*	Summarize	Effective speakers summarize main points of given information.	Verbally summarize the main points of written text read aloud or information presented.
CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	*There is no Eligible Content for this standard.*	Summarize Evidence	Effective speakers provide reasons and evidence of particular points.	Verbally summarize the points a speaker makes. Explain how a claim is supported by reasons and evidence.
CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	*There is no Eligible Content for this standard.*	recount relevant theme volume pacing pronunciation	Effective speakers report, tell and/or recount experiences.	Give an oral report or presentation on a topic or an opinion. Sequence ideas logically and use descriptive details to support main ideas. Speak clearly with appropriate volume, pacing, and pronunciation when giving an oral report or presentation.
CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	*There is no Eligible Content for this standard.*	formal and informal language	Effective speakers adapt their speech for their intended audience.	Demonstrate the ability to utilize formal or informal language when in a variety of discussion or presentation situations.
CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	*There is no Eligible Content for this standard.*	main idea themes	Effective speakers use enhancements in presentation development.	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.	*There is no Eligible Content for this standard.*	conventions	Effective speakers use conventions of the English language when they speak.	Speak using a command of the conventions of the English language.