



Martha Speaks Reading Buddies Program Common Core State Standards Alignment Kindergarten, 1st, 4th and 5th Grades

The Common Core State Standards in English Language Arts which includes reading standards were adopted by the Florida State Board of Education on July 27, 2010. The Martha Speaks Reading Buddies Program aligns too many of the Common Core State Standards in that each Martha Speaks Reading Buddies Lesson consists of:

1. Viewing age appropriate episodes of Martha Speaks, utilizing streaming video, introduction of tertiary vocabulary, ethical themes and a built in overall message about caring for animals and each other.
2. Reading 8 -10 selections of age appropriate literature while in groups or pairs.
3. Playing Educational games (online and at desks) to increase knowledge and ideas presented within the story which also serves to promote collaboration between buddies and class as a whole.
4. Write journal entries and illustrate information, opinions and ideas garnered from the video and/or selected book.
5. Craft activities that reinforce the overall theme discussed, vocabulary used or ideas created from the experience.

Teachers have a great deal of flexibility in expanding upon the program to suit their needs or to better address the Common Core State Standards. However since each of the ten lessons is presented in the same format each lesson encompasses the following Common Core State Standards for kindergarten, first, fourth and fifth graders week after week.

English Language Arts Standards » Reading: Literature » Kindergarten

Key Ideas and Details

- RL.K.1. With prompting and support, **ask and answer questions about key details in a text.**
- RL.K.3. With prompting and support, **identify characters, settings, and major events** in a story.

Craft and Structure

- RL.K.4. Ask and answer questions about **unknown words** in a text.

Integration of Knowledge and Ideas

- RL.K.7. With prompting and support, **describe the relationship between illustrations and the story** in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9. With prompting and support, **compare and contrast the adventures and experiences of characters in familiar stories.**

Range of Reading and Level of Text Complexity

- RL.K.10. **Actively engage in group reading activities with purpose and understanding.**

English Language Arts Standards » Reading: Foundational Skills » Kindergarten

Print Concepts

1. RF.K.1. Demonstrate understanding of the organization and basic features of print.
 1. **Follow words from left to right, top to bottom, and page by page.**
 2. Recognize that **spoken words are represented in written language** by specific sequences of letters.
 3. Understand that words are separated by spaces in print.
 4. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

1. RF.K.2. **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
 1. Recognize and produce rhyming words.
 2. Count, pronounce, blend, and segment syllables in spoken words.
 3. Blend and segment onsets and rimes of single-syllable spoken words.
 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

1. RF.K.3. **Know and apply grade-level phonics and word analysis skills** in decoding words.
 1. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3. **Read common high-frequency words by sight** (e.g., *the, of, to, you, she, my, is, are, do, does*).
4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

1. RF.K.4. **Read emergent-reader texts with purpose and understanding.**

English Language Arts Standards » Writing » Kindergarten

Text Types and Purposes

1. W.K.1. **Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book** (e.g., *My favorite book is...*).
2. W.K.2. **Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**
3. W.K.3. **Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**

Production and Distribution of Writing

1. W.K.5. With guidance and support from adults, **respond to questions and suggestions from peers and add details to strengthen writing as needed.**
2. W.K.6. With guidance and support from adults, **explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

Research to Build and Present Knowledge

1. W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
2. W.K.8. With guidance and support from adults, **recall information from experiences or gather information from provided sources to answer a question.**

English Language Arts Standards » Speaking & Listening » Kindergarten

Comprehension and Collaboration

1. SL.K.1. **Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.**
 1. **Follow agreed-upon rules for discussions** (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 2. **Continue a conversation through multiple exchanges.**
2. SL.K.2. **Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**
3. SL.K.3. **Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

Presentation of Knowledge and Ideas

4. SL.K.4. **Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**
5. SL.K.5. **Add drawings or other visual displays to descriptions as desired to provide additional detail.**
6. SL.K.6. **Speak audibly and express thoughts, feelings, and ideas clearly.**

English Language Arts Standards » Language » Kindergarten

Conventions of Standard English

1. L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 1. Print many upper- and lowercase letters.
 2. Use frequently occurring nouns and verbs.
 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 4. **Understand and use question words** (interrogatives) (e.g., *who, what, where, when, why, how*).
 5. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

6. **Produce and expand complete sentences in shared language activities.**
2. L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 1. Capitalize the first word in a sentence and the pronoun *I*.
 2. Recognize and name end punctuation.
 3. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 4. **Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

Knowledge of Language

1. L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

1. L.K.4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
 1. **Identify new meanings for familiar words and apply them accurately** (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 2. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
2. L.K.5. **With guidance and support from adults, explore word relationships and nuances in word meanings.**
 1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 2. **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites** (antonyms).
 3. **Identify real-life connections between words and their use** (e.g., note places at school that are colorful).
 4. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
3. L.K.6. **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

English Language Arts Standards » Reading: Literature » Grade 1

Key Ideas and Details

1. RL.1.1. **Ask and answer questions about key details in a text.**
2. RL.1.2. Retell stories, including key details, and **demonstrate understanding of their central message or lesson.**
3. RL.1.3. **Describe characters, settings, and major events in a story,** using key details.

Craft and Structure

1. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2. RL.1.5. **Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**
3. RL.1.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

1. RL.1.7. **Use illustrations and details in a story to describe its characters, setting, or events.**
2. RL.1.9. **Compare and contrast the adventures and experiences of characters in stories.**

Range of Reading and Level of Text Complexity

1. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

English Language Arts Standards » Reading: Foundational Skills » Grade 1

Print Concepts

1. RF.1.1. Demonstrate understanding of the organization and basic features of print.
 1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

1. RF.1.2. **Demonstrate understanding of spoken words, syllables, and sounds** (phonemes).
 1. Distinguish long from short vowel sounds in spoken single-syllable words.

2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

1. **RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.**
 1. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 2. **Decode regularly spelled one-syllable words.**
 3. Know final -e and common vowel team conventions for representing long vowel sounds.
 4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 5. **Decode two-syllable words following basic patterns by breaking the words into syllables.**
 6. **Read words with inflectional endings.**
 7. **Recognize and read grade-appropriate irregularly spelled words.**

Fluency

1. **RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**
 1. **Read grade-level text with purpose and understanding.**
 2. **Read grade-level text orally with accuracy, appropriate rate, and expression.**
 3. **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

English Language Arts Standards » Writing » Grade 1

Text Types and Purposes

1. **W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

2. **W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic,** and provide some sense of closure.
3. **W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**

Production and Distribution of Writing

1. **W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**
2. **W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

Research to Build and Present Knowledge

1. **W.1.7. Participate in shared research and writing projects** (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
2. **W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

English Language Arts Standards » Speaking & Listening » Grade 1

Comprehension and Collaboration

1. **SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.**
 1. **Follow agreed-upon rules for discussions** (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 2. **Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.**
 3. **Ask questions to clear up any confusion about the topics and texts under discussion.**
2. **SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
3. **SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**

Presentation of Knowledge and Ideas

1. SL.1.4. **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**
2. SL.1.5. **Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**
3. SL.1.6. **Produce complete sentences when appropriate to task and situation.**

English Language Arts Standards » Language » Grade 1

Conventions of Standard English

1. L.1.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 1. Print all upper- and lowercase letters.
 2. **Use common, proper, and possessive nouns.**
 3. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 4. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 5. **Use verbs to convey a sense of past, present, and future** (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 6. Use frequently occurring adjectives.
 7. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 8. Use determiners (e.g., articles, demonstratives).
 9. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 10. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. L.1.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 1. Capitalize dates and names of people.
 2. Use end punctuation for sentences.
 3. Use commas in dates and to separate single words in a series.

4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

1. **L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.**
 1. Use sentence-level context as a clue to the meaning of a word or phrase.
 2. Use frequently occurring affixes as a clue to the meaning of a word.
 3. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
2. **L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.**
 1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 2. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 3. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 4. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
3. **L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).**

English Language Arts Standards » Reading: Literature » Grade 4

Key Ideas and Details

1. **RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

2. **RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.**
3. RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

1. **RL.4.4. Determine the meaning of words and phrases as they are used in a text**, including those that allude to significant characters found in mythology (e.g., Herculean).
2. RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
3. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

1. **RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**
2. RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

1. RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards » Reading: Foundational Skills » Grade 4

Phonics and Word Recognition

1. **RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.**
 1. **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

1. **RF.4.4. Read with sufficient accuracy and fluency to support comprehension.**

1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards » Writing » Grade 4

1. W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 2. Provide reasons that are supported by facts and details.
 3. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 4. Provide a concluding statement or section related to the opinion presented.
2. W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 3. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

 4. Provide a concluding statement or section related to the information or explanation presented.
3. W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

1. W.4.4. 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.)
2. W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3. W.4.6. 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 one page in a single sitting.

Research to Build and Present Knowledge

1. W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
2. W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
3. W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 1. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 2. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

1. W.4.10. 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.

English Language Arts Standards » Speaking & Listening » Grade 4

Comprehension and Collaboration

1. SL.4.1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.**
 1. 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.
 - 2. Follow agreed-upon rules for discussions and carry out assigned roles.**
 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

1. SL.4.4. 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.
2. SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
3. SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

English Language Arts Standards » Language » Grade 4

Conventions of Standard English

1. L.4.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 1. **Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).**

2. **Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.**
 3. **Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.**
 4. **Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).**
 5. **Form and use prepositional phrases.**
 6. **Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.***
 7. **Correctly use frequently confused words (e.g., *to, too, two; there, their*).***
2. L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 1. Use correct capitalization.
 2. Use commas and quotation marks to mark direct speech and quotations from a text.
 3. Use a comma before a coordinating conjunction in a compound sentence.
 4. **Spell grade-appropriate words correctly, consulting references as needed.**

Knowledge of Language

1. L.4.3. **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
 1. **Choose words and phrases to convey ideas precisely.***
 2. **Choose punctuation for effect.***
 3. **Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).**

Vocabulary Acquisition and Use

1. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

3. 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.
2. **L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
 1. **Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.**
 2. **Recognize and explain the meaning of common idioms, adages, and proverbs.**
 3. **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).**
 3. L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

English Language Arts Standards » Reading: Literature » Grade 5

Key Ideas and Details

1. RL.5.1. **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**
2. 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.**
3. 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

1. 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.**
2. 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.
3. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

1. 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).
2. 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 Complexity of Text

1. 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.

English Language Arts Standards » Reading: Foundational Skills » Grade 5

Phonics and Word Recognition

1. RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 1. **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

1. RF.5.4. **Read with sufficient accuracy and fluency to support comprehension.**
 1. Read grade-level text with purpose and understanding.
 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 3. **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

English Language Arts Standards » Writing » Grade 5

1. W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 1. 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.
 2. Provide logically ordered reasons that are supported by facts and details.
 3. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

4. Provide a concluding statement or section related to the opinion presented.
2. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 1. 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.
 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 3. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 5. Provide a concluding statement or section related to the information or explanation presented.
 3. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 5. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

1. 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.)
2. 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.

3. 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.

Research to Build and Present Knowledge

1. W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
2. 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.
3. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 1. 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]”).
 2. 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]”).

Range of Writing

1. 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.

English Language Arts Standards » Speaking & Listening » Grade 5

Comprehension and Collaboration

1. **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.**
 1. **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.**
 2. **Follow agreed-upon rules for discussions and carry out assigned roles.**
 3. **Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.**

4. **Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.**
2. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

1. 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.
2. 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.
3. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

English Language Arts Standards » Language » Grade 5

Conventions of Standard English

1. **L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 2. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 3. Use verb tense to convey various times, sequences, states, and conditions.
 4. Recognize and correct inappropriate shifts in verb tense.*
 5. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
2. L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 1. Use punctuation to separate items in a series.*
 2. Use a comma to separate an introductory element from the rest of the sentence.

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?*).
4. Use underlining, quotation marks, or italics to indicate titles of works.
5. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

1. **L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
 1. **Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**
 2. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

1. 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.
 1. **Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**
 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
 3. 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.
2. **L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
 1. **Interpret figurative language, including similes and metaphors, in context.**
 2. **Recognize and explain the meaning of common idioms, adages, and proverbs.**
 3. **Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**
3. **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*).**