

How can **NOTE KNACKS** help your students achieve the COMMON CORE Standards for Language Arts?

KINDERGARTEN

Key Ideas and Details

- **SUPPORTS** [CCSS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

Range of Reading and Level of Text Complexity

- **SUPPORTS** [CCSS.ELA-Literacy.RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

Print Concepts

- **SUPPORTS** [CCSS.ELA-Literacy.RF.K.1](#) Demonstrate understanding of the organization and basic features of print.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.K.1a](#) Follow words from left to right, top to bottom, and page by page.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.K.1b](#) Recognize that spoken words are represented in written language by specific sequences of letters.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.K.1c](#) Understand that words are separated by spaces in print.

Phonological Awareness

- **SUPPORTS** [CCSS.ELA-Literacy.RF.K.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - **MEETS** [CCSS.ELA-Literacy.RF.K.2b](#) Count, pronounce, blend, and segment syllables in spoken words.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.

Phonics and Word Recognition

- **SUPPORTS** [CCSS.ELA-Literacy.RF.K.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.K.3a](#) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
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Fluency

- **SUPPORTS** [CCSS.ELA-Literacy.RF.K.4](#) Read emergent-reader texts with purpose and understanding.

Production and Distribution of Writing

- **SUPPORTS** [CCSS.ELA-Literacy.W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Comprehension and Collaboration

- **SUPPORTS** [CCSS.ELA-Literacy.SL.K.1](#) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - **SUPPORTS** [CCSS.ELA-Literacy.SL.K.1a](#) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - **SUPPORTS** [CCSS.ELA-Literacy.SL.K.1b](#) Continue a conversation through multiple exchanges.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.K.3](#) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.K.4](#) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.K.5](#) Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.K.6](#) Speak audibly and express thoughts, feelings, and ideas clearly.

Conventions of Standard English

- **SUPPORTS** [CCSS.ELA-Literacy.L.K.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - **SUPPORTS** [CCSS.ELA-Literacy.L.K.1b](#) Use frequently occurring nouns and verbs.
 - **SUPPORTS** [CCSS.ELA-Literacy.L.K.1c](#) Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - **SUPPORTS** [CCSS.ELA-Literacy.L.K.1d](#) Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - **SUPPORTS** [CCSS.ELA-Literacy.L.K.1e](#) Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - **SUPPORTS** [CCSS.ELA-Literacy.L.K.1f](#) Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

- **SUPPORTS** [CCSS.ELA-Literacy.L.K.5](#) With guidance and support from adults, explore word relationships and nuances in word meanings.
 - **SUPPORTS** [CCSS.ELA-Literacy.L.K.5a](#) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- **SUPPORTS** [CCSS.ELA-Literacy.L.K.5b](#) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- **SUPPORTS** [CCSS.ELA-Literacy.L.K.5c](#) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- **SUPPORTS** [CCSS.ELA-Literacy.L.K.5d](#) Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

FIRST GRADE

Craft and Structure

- **SUPPORTS** [CCSS.ELA-Literacy.RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Key Ideas and Details

- **SUPPORTS** [CCSS.ELA-Literacy.RI.1.1](#) Ask and answer questions about key details in a text.
- **SUPPORTS** [CCSS.ELA-Literacy.RI.1.2](#) Identify the main topic and retell key details of a text.

Print Concepts

- **SUPPORTS** [CCSS.ELA-Literacy.RF.1.1](#) Demonstrate understanding of the organization and basic features of print.

Phonological Awareness

- **MEETS** [CCSS.ELA-Literacy.RF.1.2](#) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - **MEETS** [CCSS.ELA-Literacy.RF.1.2b](#) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Phonics and Word Recognition

- **SUPPORTS** [CCSS.ELA-Literacy.RF.1.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.1.3b](#) Decode regularly spelled one-syllable words.
 - **MEETS** [CCSS.ELA-Literacy.RF.1.3d](#) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - **MEETS AND EXCEEDS** [CCSS.ELA-Literacy.RF.1.3e](#) Decode two-syllable words following
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.1.3g](#) Recognize and read grade-appropriate irregularly spelled words.
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Production and Distribution of Writing

- **SUPPORTS** **CCSS.ELA-Literacy.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.

Comprehension and Collaboration

- **MEETS** **CCSS.ELA-Literacy.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.
 - **MEETS** **CCSS.ELA-Literacy.SL.1.1a** 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).
 - **MEETS** **CCSS.ELA-Literacy.SL.1.1b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - **MEETS** **CCSS.ELA-Literacy.SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SUPPORTS** **CCSS.ELA-Literacy.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

- **SUPPORTS** **CCSS.ELA-Literacy.SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SUPPORTS** **CCSS.ELA-Literacy.SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Conventions of Standard English

- **SUPPORTS** **CCSS.ELA-Literacy.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

- **MEETS** **CCSS.ELA-Literacy.L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - **MEETS** **CCSS.ELA-Literacy.L.1.5a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - **MEETS** **CCSS.ELA-Literacy.L.1.5b** 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).
 - **MEETS** **CCSS.ELA-Literacy.L.1.5c** Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - **MEETS** **CCSS.ELA-Literacy.L.1.5d** 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.
- **SUPPORTS** **CCSS.ELA-Literacy.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*).

SECOND GRADE

Key Ideas and Details

- **SUPPORTS** [CCSS.ELA-Literacy.RL.2.2](#) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **SUPPORTS** [CCSS.ELA-Literacy.RL.2.3](#) Describe how characters in a story respond to major events and challenges.

Craft and Structure

- **MEETS** [CCSS.ELA-Literacy.RL.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **SUPPORTS** [CCSS.ELA-Literacy.RL.2.6](#) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Key Ideas and Details

- **SUPPORTS** [CCSS.ELA-Literacy.RI.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Craft and Structure

- **SUPPORTS** [CCSS.ELA-Literacy.RI.2.4](#) Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **SUPPORTS** [CCSS.ELA-Literacy.RI.2.6](#) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Phonics and Word Recognition

- **SUPPORTS** [CCSS.ELA-Literacy.RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.2.3c](#) Decode regularly spelled two-syllable words with long vowels.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.2.3f](#) Recognize and read grade-appropriate irregularly spelled words.

Comprehension and Collaboration

- **MEETS** [CCSS.ELA-Literacy.SL.2.1](#) Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - **MEETS** [CCSS.ELA-Literacy.SL.2.1a](#) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - **MEETS** [CCSS.ELA-Literacy.SL.2.1b](#) Build on others' talk in conversations by linking their comments to the remarks of others.

- **MEETS** [CCSS.ELA-Literacy.SL.2.1c](#) Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.2.3](#) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- **SUPPORTS** [CCSS.ELA-Literacy.SL.2.4](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.2.5](#) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.2.6](#) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

Conventions of Standard English

- **SUPPORTS** [CCSS.ELA-Literacy.L.2.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- **SUPPORTS** [CCSS.ELA-Literacy.L.2.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- **SUPPORTS** [CCSS.ELA-Literacy.L.2.5](#) Demonstrate understanding of word relationships and nuances in word meanings.
 - **SUPPORTS** [CCSS.ELA-Literacy.L.2.5a](#) Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - **MEETS** [CCSS.ELA-Literacy.L.2.5b](#) Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- **SUPPORTS** [CCSS.ELA-Literacy.L.2.6](#) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

THIRD GRADE

Key Ideas and Details

- **SUPPORTS** [CCSS.ELA-Literacy.RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Craft and Structure

- **SUPPORTS** [CCSS.ELA-Literacy.RL.3.5](#) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Key Ideas and Details

- **SUPPORTS** [CCSS.ELA-Literacy.RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **SUPPORTS** [CCSS.ELA-Literacy.RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

Craft and Structure

- **MEETS** [CCSS.ELA-Literacy.RI.3.6](#) Distinguish their own point of view from that of the author of a text.

Fluency

- [CCSS.ELA-Literacy.RF.3.4](#) Read with sufficient accuracy and fluency to support comprehension.
 - **SUPPORTS** [CCSS.ELA-Literacy.RF.3.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Production and Distribution of Writing

- **SUPPORTS** [CCSS.ELA-Literacy.W.3.4](#) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **SUPPORTS** [CCSS.ELA-Literacy.W.3.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)

Range of Writing

- **SUPPORTS** [CCSS.ELA-Literacy.W.3.10](#) 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.

Comprehension and Collaboration

- **MEETS** [CCSS.ELA-Literacy.SL.3.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - **MEETS** [CCSS.ELA-Literacy.SL.3.1b](#) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - **MEETS** [CCSS.ELA-Literacy.SL.3.1c](#) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- **MEETS** [CCSS.ELA-Literacy.SL.3.1d](#) Explain their own ideas and understanding in light of the discussion.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.3.5](#) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SUPPORTS** [CCSS.ELA-Literacy.SL.3.6](#) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

Conventions of Standard English

- **SUPPORTS** [CCSS.ELA-Literacy.L.3](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- **SUPPORTS** [CCSS.ELA-Literacy.L.3.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - **SUPPORTS** [CCSS.ELA-Literacy.L.3.3a](#) Choose words and phrases for effect.*

Vocabulary Acquisition and Use

- **SUPPORTS** [CCSS.ELA-Literacy.L.3.5](#) Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **SUPPORTS** [CCSS.ELA-Literacy.L.3.6](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

GRADE FOUR

Key Ideas and Details

- **SUPPORTS** [CCSS.ELA-Literacy.RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **SUPPORTS** [CCSS.ELA-Literacy.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

- **SUPPORTS** [CCSS.ELA-Literacy.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.
- **SUPPORTS** [CCSS.ELA-Literacy.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.

Range of Reading and Level of Text Complexity

- **SUPPORTS** **CCSS.ELA-Literacy.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.

Key Ideas and Details

- **SUPPORTS** **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

- **SUPPORTS** **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Fluency

- **SUPPORTS** **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
 - **SUPPORTS** **CCSS.ELA-Literacy.RF.4.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Production and Distribution of Writing

- **SUPPORTS** **CCSS.ELA-Literacy.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.)
- **SUPPORTS** **CCSS.ELA-Literacy.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

Range of Writing

- **SUPPORTS** **CCSS.ELA-Literacy.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.

Comprehension and Collaboration

- **MEETS** **CCSS.ELA-Literacy.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.
 - **MEETS** **CCSS.ELA-Literacy.SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
 - **MEETS** **CCSS.ELA-Literacy.SL.4.1c** 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.

- **MEETS** [CCSS.ELA-Literacy.SL.4.1d](#) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- **MEETS** [CCSS.ELA-Literacy.SL.4.5](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Conventions of Standard English

- **SUPPORTS** [CCSS.ELA-Literacy.L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- **SUPPORTS** [CCSS.ELA-Literacy.L.4.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- **SUPPORTS** [CCSS.ELA-Literacy.L.4.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **SUPPORTS** [CCSS.ELA-Literacy.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).

FIFTH GRADE

Key Ideas and Details

- **SUPPORTS** [CCSS.ELA-Literacy.RL.5.2](#) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Craft and Structure

- **SUPPORTS** [CCSS.ELA-Literacy.RL.5.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **SUPPORTS** [CCSS.ELA-Literacy.RL.5.5](#) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **SUPPORTS** [CCSS.ELA-Literacy.RL.5.6](#) Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

- **SUPPORTS** [CCSS.ELA-Literacy.RL.5.7](#) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Range of Reading and Level of Text Complexity

- **SUPPORTS** **CCSS.ELA-Literacy.RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Key Ideas and Details

- **SUPPORTS** **CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Fluency

- **SUPPORTS** **CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
 - **SUPPORTS** **CCSS.ELA-Literacy.RF.5.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Production and Distribution of Writing

- **SUPPORTS** **CCSS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)

Range of Writing

- **SUPPORTS** **CCSS.ELA-Literacy.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.

Comprehension and Collaboration

- **MEETS** **CCSS.ELA-Literacy.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.
 - **MEETS** **CCSS.ELA-Literacy.SL.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
 - **MEETS** **CCSS.ELA-Literacy.SL.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - **MEETS** **CCSS.ELA-Literacy.SL.5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presentation of Knowledge and Ideas

- **MEETS** **CCSS.ELA-Literacy.SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
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Conventions of Standard English

- **SUPPORTS** **CCSS.ELA-Literacy.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

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

Vocabulary Acquisition and Use

- **SUPPORTS** **CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **SUPPORTS** **CCSS.ELA-Literacy.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).