



North Carolina Extended Common Core State Standards
 English/Language Arts 3-5

The Alternate Achievement Standards for Students With the Most Significant Cognitive Disabilities Non-Regulatory Guidance states, “...materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills. Throughout the Standards descriptors (e.g., describe, answer, ask, name) should be interpreted to mean that the student will be taught and tested according to their usual mode of communication.

3 rd Grade English/ Language Arts Reading Standards for Literature		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details	Understand key events and details	Key Ideas and Details
Cluster <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 		Cluster <ol style="list-style-type: none"> 1. Answer questions to demonstrate recall of details from text. 2. Listen to stories, including fables and folktales from diverse cultures, and identify key events. 3. Identify the feeling of characters in a story.
Craft and Structure	Use structure to support understanding	Craft and Structure
Cluster <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 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. 6. Distinguish their own point of view from that of the narrator or those of the characters. 		Cluster <ol style="list-style-type: none"> 4. Identify key words that complete literal sentences in a text (e.g., Jack climbed up the _____. <tree, beanstalk, ladder>). 5. Identify the beginning, middle and end of a story with a linear sequence. 6. Identify whether or not a story has a narrator.



Integration of Knowledge and Ideas		Use text and illustration to support understanding	Integration of Knowledge and Ideas	
Cluster	<p>7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>		Cluster	<p>7. Identify words that describe story characters as depicted in images or illustrations from the text.</p> <p>8. (Not applicable to literature)</p> <p>9. Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., <i>Read or listen to identify how the characters are feeling</i>).</p>



3 rd Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details		
Cluster <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	Understand details and events	Cluster <ol style="list-style-type: none"> 1. Answer questions to demonstrate recall of information from text. 2. Listen to a text to identify key details. 3. Identify first and last steps in a set of directions or a series of events in a written recount of the past.
Craft and Structure		
Cluster <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. 6. Distinguish their own point of view from that of the author of a text. 	Use features of text to increase understanding	Cluster <ol style="list-style-type: none"> 4. Identify key words from the text that complete sentences in a text (e.g., The hill made the object move <i>< faster, slower, straighter ></i>). 5. Identify key words in a text that relate to a topic. 6. Identify key points in a text that reflect own point of view (e.g., in a text about the World Cup, soccer is described as the most popular sport in Europe and student identifies it as his/her own favorite sport).



Integration of Knowledge and Ideas		Connect ideas	Integration of Knowledge and Ideas	
Cluster	<p>7. Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		Cluster	<p>7. Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who, what, where, when, and how).</p> <p>8. Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).</p> <p>9. Identify similar details in two texts of the same topic.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaging in group reading of historical/scientific and technical text for a clearly stated purpose (e.g., <i>Read or listen to put the events in order, Read or listen to determine which is biggest</i>).</p>



3 rd Grade English/ Language Arts Reading Standards Foundational Skills			
Common Core State Standards		Essence	Extended Common Core
Phonics and Word Recognition		Read words	Phonics and Word Recognition
Cluster	1. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words 		Cluster
Fluency		Read text	Fluency
Cluster	2. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		Cluster



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

3 rd Grade English/ Language Arts Writing Standards		
Common Core State Standards	Essence	Extended Common Core
Text Types and Purposes	Write about self-selected topics	Text Types and Purposes
Cluster <ol style="list-style-type: none"> 1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. 		Cluster <ol style="list-style-type: none"> 1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Select a topic or book to write about and state an opinion. b. List reasons to support the opinion. 2. Write* to convey information clearly. <ol style="list-style-type: none"> a. Select a topic and illustrations or visual/ tactile supports related it. b. List words related to the topic.



Cluster	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 		Cluster	<p>3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate Cookies.).</p>
Production and Distribution of Writing		Revise and publish own writing	Production and Distribution of Writing	
	<ol style="list-style-type: none"> 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). 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 			<ol style="list-style-type: none"> 4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose. 5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it. 6. With guidance and support from adults, use technology to produce and publish writing*.



Research to Build Knowledge		Acquire Knowledge	Research to Build Knowledge	
Cluster	<p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>		Cluster	<p>7. Gather information about a topic from two or more sources.</p> <p>8. Sort information on personal experiences or a topic being studied into provided categories (e.g., Based on knowledge about people or listening to books about people, sort words into categories of things that people have and animals have).</p> <p>9. (Begins in grade 4)</p>
Range of Writing		Write	Range of Writing	
Cluster	<p>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.</p>		Cluster	<p>10. Write* routinely for a range of discipline-specific tasks, purposes, and audiences.</p>



**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

3 rd Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
Comprehension and Collaboration	Comprehend and Interact	Comprehension and Collaboration
<p>Cluster</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> a. 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). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion. 2. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally. 3. Ask and answer questions about information from a speaker's offering appropriate elaboration and detail. 		<p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in communicative exchanges. <ol style="list-style-type: none"> a. Communicate directly with peers in multi-turn exchanges. b. Ask questions of adult or peer communication partners in multi-turn exchanges. c. Clarify own ideas as requested by communication partner. 2. Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally. 3. Ask questions of or answer questions posed by adult or peer communication partners.



Presentation of Knowledge and Ideas		Communicate ideas	Presentation of Knowledge and Ideas	
Cluster	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 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. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language for specific expectations.)		Cluster	4. Identify a familiar topic, story or experience and one or more facts or details related to it. 5. Select or create an audio recording, images, photographs or other visual/tactual displays to represent stories or poems. 6. Combine 3 or more words when appropriate to task and situation in order to clarify communication.



3 rd Grade English/ Language Arts Language Standards		
Common Core State Standards	Essence	Extended Common Core
Conventions of Standard English		
Cluster	Communicate conventionally	Cluster
<ol style="list-style-type: none"> 1. Observe conventions of grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 		<ol style="list-style-type: none"> 1. Demonstrate understandings of Standard English grammar and usage when communicating. <ol style="list-style-type: none"> a. Write* all lower-case letters of the alphabet. b. Use plural and singular nouns. c. Use verbs in their present and past tense. d. Use common adjectives. e. Produce phrases or sentences with a subject and a verb.



Cluster	<p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize important words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 		Cluster	<p>2. Apply knowledge of letter-sound relationships and familiar spelling patterns (e.g., word families), by representing initial and final sounds in words.</p>
Effective Language Use		Use language to communicate	Effective Language Use	
Cluster	<p>3. Use language to achieve particular effects when writing or speaking.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect.* 		Cluster	<p>3. Use language to achieve desired outcomes when writing or communicating.</p> <ul style="list-style-type: none"> a. Use language to make simple requests. b. Use language to comment or share information.



Vocabulary Acquisition and Usage		Acquire and use vocabulary	Vocabulary Acquisition and Usage	
Cluster	<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>		Cluster	<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <ul style="list-style-type: none"> a. Choose from an array of words an appropriate word to complete sentences. b. Identify the temporal meaning when the most common affixes (-ing, -ed) are added to common verbs (happening now; happened yesterday). <p>5. Demonstrate understanding of word relationships.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., label the materials being used in a science experiment; label ingredients used to cook). b. Identify words that describe personal emotional states. <p>6. Use words appropriately across context including words that signal spatial and temporal relationships (e.g. behind, under, later, soon, next).</p>



4 th Grade English/ Language Arts Reading Standards for Literature		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details		
Cluster	Understand details and big ideas	Cluster
<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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). 		<ol style="list-style-type: none"> 1. Identify details or examples in a text that explain what the text says explicitly. 2. Identify appropriate titles of a story, drama or poem. 3. Identify words that describe characters, settings or events in a story or drama.
Craft and Structure		
Cluster	Use structure and features to support understanding	Cluster
<ol style="list-style-type: none"> 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), drawing on a wide reading of classic myths from a variety of cultures and periods. 5. Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 		<ol style="list-style-type: none"> 4. Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar). 5. Identify texts as poems, drama, and prose. 6. Identify the narrator of a text.



Integration of Knowledge and Ideas		Integrate words and illustrations	Integration of Knowledge and Ideas	
Cluster	<p>7. Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and develop.</p> <p>8. (Not applicable to literature)</p> <p>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.</p>		Cluster	<p>7. Use text and illustrations to understand a story.</p> <p style="padding-left: 20px;">a. Match text with appropriate illustrations from a story.</p> <p style="padding-left: 20px;">b. Identify details that exist in the illustrations that do not appear in the text of a story.</p> <p style="padding-left: 20px;">c. Identify details that exist in the text that do not appear in the illustrations.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare characters or events, in stories, myths, and traditional literature from different cultures.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>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.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., <i>Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.</i>).</p>



4 th Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 	Use details to support understanding	Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Determine details or examples in a text that help explain what the text says explicitly. 2. Identify appropriate titles for a text. 3. Sequence the steps in a set of directions or the series of events in a written recount of a past event.
Craft and Structure Cluster <ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 5. Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 	Use text structure to increase understanding	Craft and Structure Cluster <ol style="list-style-type: none"> 4. Complete sentences with academic and domain-specific words or phrases in a text that relate to a grade 4 topic or subject area (e.g., He used a <thermometer> to measure the temperature.). 5. Determine whether a text is about a topic or an event. 6. Identify similarities between own experience and a written account of the same experience or event.



Integration of Knowledge and Ideas		Acquire additional knowledge	Integration of Knowledge and Ideas	
Cluster	<p>7. Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		Cluster	<p>7. Answer factual questions about information presented graphically or visually presented in a text.</p> <p>8. Identify evidence (details and examples) that support particular points in a text.</p> <p>9. Compare and contrast two texts on the same topic.</p>
Range of Reading and Level of Text Complexity		Understanding text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., <i>Read or listen to a text to find similarities. Read or listen to a text to determine which is most important.</i>).</p>



4 th Grade English/ Language Arts Reading Standards Foundational Skills			
Common Core State Standards		Essence	Extended Common Core
Phonics and Word Recognition		Read words	Phonics and Word Recognition
Cluster	1. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. 		1. Apply letter-sound and word analysis skills in reading words. <ol style="list-style-type: none"> a. In context apply letter-sound knowledge to use context plus first letter to identify words. b. Decode single syllable words with common spelling patterns (e.g., consonant-vowel-consonant/e or high frequency words). c. Recognize 40 or more written words.
Fluency		Read text	Fluency
Cluster	2. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		2. Read text comprised of familiar words with accuracy and understanding to support comprehension.



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

4 th Grade English/ Language Arts Writing Standards		
Common Core State Standards	Essence	Extended Common Core
Text Types and Purposes	Write for multiple purposes	Text Types and Purposes
<p>Cluster</p> <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. 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. 		<p>Cluster</p> <ol style="list-style-type: none"> 1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Select a topic or book to write about and state an opinion. b. List reasons that support the opinion. c. List facts or details to support opinion. 2. Write to convey information clearly. <ol style="list-style-type: none"> a. Select a topic and illustrations or visual/ tactile supports related it. b. List words related to the topic. c. List facts or details related to the topic.



Cluster	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 		Cluster	<p>3. Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.).</p>
Production and Distribution of Writing		Revise and publish own writing	Production and Distribution of Writing	
Cluster	<ol style="list-style-type: none"> 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.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others. 		Cluster	<ol style="list-style-type: none"> 4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose. 5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it. 6. With guidance and support from adults, use technology to produce and publish writing*.



Research to Build Knowledge		Acquire knowledge	Research to Build Knowledge	
Cluster	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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).</p> <p>b. 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).</p>		Cluster	<p>7. Gather information about a topic from two or more sources.</p> <p>8. Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights (ounces and pounds) and measures (inches and feet), and put it into appropriate weights and measures categories).</p> <p>9. Write* in response to text being read or heard.</p> <p>a. Apply grade 4 Extended Reading standards to literature (e.g., Describe an illustration in a story).</p> <p>b. Apply grade 4 Extended Reading standards to informational text (e.g., Compare two texts on the same topic).</p>
Range of Writing		Write	Range of Writing	
Cluster	<p>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.</p>		Cluster	<p>10. Write routinely for a range of discipline-specific tasks, purposes, and audiences.</p>



**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

4 th Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
Comprehension and Collaboration		
Cluster	Communicate collaboratively	Cluster
<ol style="list-style-type: none"> 1. Engage effectively in range of collaborative discussions (one-on-one and in groups) on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally. 3. Identify the reasons and evidence a speaker provides to support particular points. 		<ol style="list-style-type: none"> 1. Participate in communicative exchanges. <ol style="list-style-type: none"> a. Communicate directly with peers in multi-turn exchanges. b. Ask and answer questions of adult or peer communication partners in multi-turn exchanges. c. Clarify own ideas as requested by communication partner. d. Make comments that contribute to the discussion and link to the remarks of others. 2. Identify words or phrases that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally. 3. Identify the points the speaker makes (e.g., after a visiting author describes his work, students identifies points including: need quiet place to write, need good ideas).



Presentation of Knowledge and Ideas	Communicate Ideas	Presentation of Knowledge and Ideas
<ol style="list-style-type: none">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.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.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. (See standards 1–3 in Language, pages 26–31, for specific expectations).		<ol style="list-style-type: none">4. Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it (e.g., “What book did we read? What did you learn?”).5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, “Did you like it?” and a simple “Yah” is acceptable).



4 th Grade English/ Language Arts Language Standards		
Common Core State Standards	Essence	Extended Common Core
Conventions of Standard English		
Cluster	Communicate conventionally	Cluster
<ol style="list-style-type: none"> 1. Observe conventions of grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 2. Observe conventions of capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 		<ol style="list-style-type: none"> 1. Demonstrate understandings of standard English grammar and usage when communicating. <ol style="list-style-type: none"> a. Use comparative and superlative adjectives (e.g., I want the bigger one).. b. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>). c. Use possessive pronouns (e.g., <i>mine, my, your, his, her, our, their</i>). 2. Apply knowledge of letter-sound relationships and familiar spelling patterns when writing. <ol style="list-style-type: none"> a. Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. b. Recognize ending punctuation.



Effective Language Use		Convey thoughts and feelings	Effective Language Use	
Cluster	<p>3. Use language to enhance meaning and achieve particular effects when writing or speaking.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Use punctuation for effect.* 		Cluster	<p>3. Use language to achieve desired meaning when writing or communicating.</p> <ul style="list-style-type: none"> a. Use language to express emotions.
Vocabulary Acquisition and Usage		Acquire and use vocabulary	Vocabulary Acquisition and Usage	
Cluster	<p>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.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements 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., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 		Cluster	<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <ul style="list-style-type: none"> a. Choose from an array of content related words to complete sentence read aloud by adults. b. Use frequently occurring root words (e.g., <i>cook</i>) and their inflectional forms (e.g., <i>cooks</i>, <i>cooked</i>, <i>cooking</i>). <p>5. Demonstrate understanding of word relationships.</p> <ul style="list-style-type: none"> a. Use simple, common idioms (e.g., <i>you bet</i>, <i>it's a deal</i>, <i>cool</i>). b. Demonstrate understanding of words by identifying other words that are the same and different in meaning.



Cluster	6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		Cluster 6. Use words appropriately across contexts including words that signal emotions and attention to topic.
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5 th Grade English/ Language Arts Reading Standards for Literature		
Common Core State Standards	Essence	Extended Common Core
<p>Key Ideas and Details</p> <p>Cluster</p> <ol style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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. 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). 	<p>Use details to understand text</p>	<p>Key Ideas and Details</p> <p>Cluster</p> <ol style="list-style-type: none"> Select quotes that explain what the text says explicitly. Identify the problem in a story, drama, or poem. Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys).
<p>Craft and Structure</p> <p>Cluster</p> <ol style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described. 	<p>Understand author's use of structure and word choice</p>	<p>Craft and Structure</p> <p>Cluster</p> <ol style="list-style-type: none"> Determine the literal meaning of words and phrases as they are used in a text. Demonstrate understanding of an author's use of structure by continuing a story or poem using the same structure (e.g., <i>Then the big bad wolf went to the house that the pig made of steel and said, "I'll huff and I'll puff."</i>) Identify words that describe the narrator or speaker in a story.



Integration of Knowledge and Ideas		Integrate words, visual elements and ideas	Integration of Knowledge and Ideas	
Cluster	<p>7. Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>		Cluster	<p>7. Identify visual or multimedia elements that contribute to the meaning of a text.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two books on the same topic or theme.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., <i>Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describe the narrator.</i>).</p>



5 th Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details		
Cluster <ol style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	Use details to support understanding	Cluster <ol style="list-style-type: none"> Select quotes that explain what the text says explicitly. Determine the topic of a text and identify key details that relate to it. Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both: severe storms, dangerous, related to weather).
Craft and Structure		
Cluster <ol style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 	Use text structure to support understanding	Cluster <ol style="list-style-type: none"> Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area (e.g., Thunderstorms have thunder, <lightening>, and strong winds.). Determine the chronology, comparison, cause/effect, or problem/solution presented in a text. Compare and contrast two written accounts of the same experience or event.



Integration of Knowledge and Ideas		Acquire additional knowledge	Integration of Knowledge and Ideas	
Cluster	<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		Cluster	<p>7. Locate information or the answer to a question in a text (e.g., <i>Read/listen to the text to find how the animal adapts.</i>)</p> <p>8. Determine which evidence (details and examples) supports which points in a text (e.g., <i>In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.</i>).</p> <p>9. Compare and contrast several texts on the same topic.</p>
Range of Reading and Level of Text Complexity		Understand text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.</p>		Cluster	<p>10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., <i>Read or listen to the text to find out three facts about bears. Read or listen to the text to compare what it says about animals to what we learned about animals yesterday.</i>)</p>



5 th Grade English/ Language Arts Reading Standards Foundational Skills			
Common Core State Standards		Essence	Extended Common Core
Phonics and Word Recognition		Read Words	Phonics and Word Recognition
Cluster	1. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. 		Cluster
Fluency		Read Text	Fluency
Cluster	2. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		Cluster



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

5 th Grade English/ Language Arts Writing Standards				
Common Core State Standards		Essence	Extended Common Core	
Text Types and Purposes		Write for multiple purposes	Text Types and Purposes	
Cluster	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 			Cluster



Cluster	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">a. 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.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Provide a concluding statement or section related to the information or explanation presented.		<p>2. Write* to convey information and ideas clearly.</p> <ul style="list-style-type: none">a. State a topic and select illustrations or visual/tactile supports related to it.b. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.c. Provide facts or details related to the topic using 2-3 word combinations.
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Cluster	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 		Cluster	<p>3. Write* a narrative about a real or imagined event or experience.</p> <ol style="list-style-type: none"> a. Describe the event or experience using 2-3 word combinations. b. Describe 3 or more events in sequence. c. Provide a sense of closure.
Production and Distribution of Writing		Revise and publish own writing	Production and Distribution of Writing	
Cluster	<ol style="list-style-type: none"> 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 #1–3 above.) 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. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others. 		Cluster	<ol style="list-style-type: none"> 4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose. 5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it. 6. With guidance and support from adults, use technology to produce and publish writing*.



Research to Build Knowledge		Acquire knowledge	Research to Build Knowledge	
Cluster	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., —Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text!). b. Apply grade 5 Reading standards to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]). 		Cluster	7. Gather information about a topic from several sources. 8. Identify or recall information relevant to a personal experience or a topic and then sort the information into categories. 9. Write* in response to text being read or heard and topics being researched. <ol style="list-style-type: none"> a. Apply <i>grade 5 Extended Reading standards</i> to literature (e.g., Identify the problem). b. Apply <i>grade 5 Extended Reading standards</i> to literary nonfiction (e.g., Determine the topic and key details).
Range of Writing			Range of Writing	
Cluster	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.		Cluster	10. Write* routinely over extended time frames (e.g., return to piece on more than one day) for a range of discipline-specific tasks, purposes, and audiences.



**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

5 th Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
Comprehension and Collaboration	Communicate collaboratively	Comprehension and Collaboration
<p>Cluster</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 		<p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in communicative exchanges. <ol style="list-style-type: none"> a. Come to discussions prepared to share information. b. Communicate directly with peers in multi-turn exchanges. c. Ask and answer questions of adult or peer communication partners to clarify and elaborate. d. Make comments that contribute to the discussion and link to the remarks of others. 2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally. 3. Identify the points a speaker makes.



Presentation of Knowledge and Ideas		Present knowledge and ideas	Presentation of Knowledge and Ideas	
Cluster	<p>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.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)</p>		Cluster	<p>4. Report on a familiar topic or text or present an opinion, providing 2 or more facts or details related to it.</p> <p>5. Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.</p> <p>6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, “Did you like it?” and a simple “Yah” is acceptable).</p>



5 th Grade English/ Language Arts Language Standards		
Common Core State Standards	Essence	Extended Common Core
<p>Conventions of Standard English</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Observe conventions of grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions. 2. Observe conventions of capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	<p>Communicate conventionally</p>	<p>Conventions of Standard English</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Demonstrate understandings of standard English grammar and usage when communicating. <ol style="list-style-type: none"> a. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>for</i>, <i>because</i>). b. Use singular and plural nouns with matching verbs (e.g., <i>I eat</i>. <i>He eats</i>.) c. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told) 2. Demonstrate understandings of capitalization, ending punctuation, and spelling patterns when writing. <ol style="list-style-type: none"> a. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. b. Capitalize the first word in a sentence. c. Capitalize names. d. Use period to mark the end of a sentence.



Effective Language Use		Communicate effectively	Effective Language Use	
Cluster	<p>3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>		Cluster	<p>3. Use language to achieve desired meaning when writing or communicating.</p> <p>a. Combine simple sentence to create more complex sentences (e.g., <i>I like milk. I like cookies. I like milk and cookies.</i>).</p>
Vocabulary Acquisition and Usage		Acquire and use vocabulary	Vocabulary Acquisition and Usage	
Cluster	<p>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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		Cluster	<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p> <p>a. Choose from an array of content related words to complete sentence read aloud by adults.</p> <p>b. Use frequently occurring root words (e.g., <i>cook</i>) and their inflectional forms (e.g., <i>cooks, cooked, cooking</i>).</p> <p>5. Demonstrate understanding of word relationships.</p> <p>a. Use words with multiple meanings accurately (e.g., identify a <i>duck</i> as a type of bird and use the verb to <i>duck</i>).</p> <p>b. Use simple, common idioms (e.g., <i>you bet, it's a deal, cool</i>).</p> <p>c. Distinguish shades of meaning of adjectives differing in intensity (e.g., <i>uncomfortable, painful</i>).</p> <p>d. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).</p>



Cluster	6. Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		Cluster 6. Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp <i>and then</i>) and contrast (e.g., He likes it <i>but</i>).
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