	Common Core State Standards English/Language Arts	Akoben Cyber Charter School Language Arts 5
	Reading: Literature	
Key Ide	as and Details	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	To be addressed by teachers and/or LiveLesson session 5A.01.01, 5A.01.02, 5A.01.03,
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. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific	5A.01.01, 5A.01.02, 5A.01.03, 5A.01.05, Throughout 5A.01.01, 5A.02.01, 5A.02.02,
RL.5.3	details in the text (e.g., how characters interact).	5A.02.03, Throughout
Craft an	nd Structure	
RL.5.4	metaphors and similes.	5A.01.02, 5A.03.05, 5A.03.22, 5A.03.23, Throughout 5A.01.02, 5B.01.11, 5B.01.16,
RL.5.5 RL.5.6	story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described.	5B.01.17, Throughout 5B.03.19, 5B.03.21
Integrat	tion of Knowledge and Ideas	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to	5B.03.20, 5B.03.21 5A.01.04, 5A.02.01, 5A.02.02,
RL.5.9	similar themes and topics.	5A.02.03, Throughout
Range of	of Reading and Level of Text Complexity	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	5A.01.02, 5A.01.03, 5B.01.17, 5B.01.18, Throughout
	Reading: Informational Text	
Key Ide	as and Details	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	To be addressed by teachers and/or LiveLesson session
RI.5.2	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	To be addressed by teachers and/or LiveLesson session To be addressed by teachers and/or
RI.5.3	historical, scientific, or technical text based on specific information in the text.	LiveLesson session
Craft an	nd Structure	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5A.01.07, 5A.01.08, 5A.01.12, 5A.01.13, Throughout

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RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5A.01.04, 5A.01.06,5A.01.07, 5A.01.08, Throughout
111.0.0	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of	To be addressed by teachers and/or
RI.5.6	view they represent.	LiveLesson session
Integra	tion of Knowledge and Ideas	
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Explain how an author uses reasons and evidence to support particular points in a text, identifying which	5A.03.24 To be addressed by teachers and/or
RI.5.8	reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject	LiveLesson session
RI.5.9	knowledgeably.	5A.03.24, 5B.01.02
Range	of Reading and Level of Text Complexity	
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	To be addressed by teachers and/or LiveLesson session
	Reading: Foundational Skills	
Phonic	s and Word Recognition	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words:Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5A.01.02, 5A.01.05, 5A.01.07, 5A.01.08, Throughout
Fluenc		
RF.5.4	Read with sufficient accuracy and fluency to support comprehension: Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	To be addressed by teachers and/or LiveLesson session
	Writing	
Text Ty	pes and Purposes	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information: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 purposeProvide logically ordered reasons that are supported by facts and detailsLink opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	5A.01.04, 5B.02.02, 5B.02.03,
W.5.1	Provide a concluding statement or section related to the opinion presented.	5B.02.04, Throughout

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W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: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 comprehensionDevelop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topicLink ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)Use precise language and domain-specific vocabulary to inform about or explain the topicProvide a concluding statement or section related to the information or explanation presented.	5A.02.19, 5A.03.23, 5A.03.24, 5B.01.09, Throughout
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.	5A.01.08, 5A.01.09, 5A.01.23, 5A.01.24, Throughout
	tion and Distribution of Writing	JAN. ST. 24, THI GUGHOUT
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning,	5A.01.03, 5A.01.04, 5B.01.02, 5B.01.03, Throughout To be addressed by teachers and/or
W.5.5 W.5.6	revising, editing, rewriting, or trying a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	LiveLesson session 5A.03.24, 5B.01.02, 5B.01.03, 5B.01.04, Throughout
Resear	ch to Build and Present Knowledge	
W.5.7	aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources;	5A.03.24, 5B.01.04, 5B.01.05, 5B.01.14, Throughout 5A.02.07, 5A.02.08, 5A.02.09,
W.5.8 W.5.9	summarize or paraphrase information in notes and finished work, and provide a list of sources. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	5A.02.24, Throughout 5A.03.24
Range	of Writing	

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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.	5A.01.18, 5A.01.19, 5A.02.18, 5A.02.19, Throughout
	Speaking and Listening	
Compr	ehension and Collaboration	
SL.5.1 SL.5.2	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: 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5A.01.03, 5A.01.16, 5A.01.17,5A.01.21, Throughout 5B.01.01, 5B.01.02, 5B.01.03, 5B.01.05, Throughout
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5B.01.01, 5B.01.02, 5B.01.03, 5B.01.04, Throughout
	tation of Knowledge and Ideas	, , , , , , , , , , , , , , , , , , , ,
SL.5.4 SL.5.5	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. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5B.01.01, 5B.01.02, 5B.01.03, 5B.01.05, Throughout 5A.01.11, 5A.01.13, 5A.01.15, 5B.01.11, Throughout
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	To be addressed by teachers and/or LiveLesson session
	Language	
Conventions of Standard English		
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentencesForm and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tensesUse verb tense to convey various times, sequences, states, and conditionsRecognize and correct inappropriate shifts in verb tenseUse correlative conjunctions (e.g., either/or, neither/nor).	5A.03.22, 5A.03.23, 5A.03.24, 5B.01.04, Throughout

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L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. 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?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.	5A.01.03, 5A.01.04, 5A.01.05, 5A.01.06, Throughout
Knowle	edge of Language	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening:Expand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	To be addressed by teachers and/or LiveLesson session
Vocabu	Ilary Acquisition and Use	
	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: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,	
L.5.4	photograph, photosynthesis)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.	5A.01.07, 5A.01.08, 5A.01.12, 5A.01.13, Throughout
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:Interpret figurative language, including similes and metaphors, in contextRecognize and explain the meaning of common idioms, adages, and proverbsUse the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand	
L.5.5	each of the words.	5A.01.13, 5A.01.14
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).	To be addressed by teachers and/or LiveLesson session