

Alignment of Writing Strategies with Selected Common Core Standards

Grade 5—Reading & Language

Updated: July 24, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">Common Core Stds ↓</p>	<p style="text-align: center;">Essential Questions <i>Identify / Restate</i></p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">SWBST: Outline, Summary, Retelling</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>		
Reading for Literature																	
Key Ideas and Details																	
1. Quote accurately from 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, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	●	●	●	●	●	●		●		●	●				●		
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	●	●	●	●	●			●		●		●			●		
Craft and Structure																	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	●	●		●	●			●	●	●	●	●	●		●		
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	●	●	●									●			●		
6. Describe how a narrator's or speaker's point of view influences how events are described.	●	●	●	●	●			●		●		●			●		
Integration of Knowledge and Ideas																	
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).	●	●	●	●	●			●				●			●		
8. (Not applicable to literature)																	

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9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	●	●	●	●	●			●			●	●	●		●
Range of Reading and Text Complexity															
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.															
Reading for Information															
Key Ideas and Details															
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	●	●	●	●											
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	●	●	●	●	●			●		●				●	
3. 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.	●	●	●	●	●			●		●	●			●	
Craft and Structure															
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	●	●	●	●	●			●						●	
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.	●			●	●							●	●	●	

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6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	●	●	●	●	●			●			●	●	●		●		
Integration of Knowledge and Ideas																	
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.	●	●	●	●	●			●			●	●	●		●		
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
Range of Reading and Text Complexity																	
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.																	
Reading: Foundational Skills																	
Phonics and Word Recognition																	
3. Know and apply grade-level phonics and word analysis skills in decoding words.																	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.																	
Fluency																	

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<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>																	
<p>a. Read grade-level text with purpose and understanding.</p>																	
<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>																	
<p>c. Use context to confirm or self-correct word recognition & understanding, rereading as necessary.</p>																	
<p>Speaking and Listening</p>																	
<p>Comprehension</p>																	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>																	
<p>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.</p>																	
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>																	
<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>																	

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<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>															
<p>2. Summarize a written text read aloud or information presented in diverse media & formats, including visually, quantitatively, and orally.</p>															
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>															
<p>Presentation of Knowledge and Ideas</p>															
<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 & situation.</p>															
<p>Language Strand</p>															
<p>Conventions</p>															
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	●	●	●	●	●	●								●	
<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	●	●	●	●	●	●								●	

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<p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>	●	●	●	●	●	●								●	
<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>	●	●	●	●	●	●								●	
<p>d. Recognize and correct inappropriate shifts in verb tense.*</p>	●	●	●	●	●	●								●	
<p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	●	●	●	●	●	●	●							●	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	●	●	●	●	●	●	●							●	
<p>a. Use punctuation to separate items in a series.*</p>	●	●	●	●	●	●	●							●	
<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>	●	●	●	●	●	●		●	●	●	●	●		●	
<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	●	●	●	●	●	●		●	●	●	●	●	●	●	
<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	●										●		●	●	
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	●	●	●	●	●			●	●	●	●	●	●	●	
<p>Knowledge of Language</p>															
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	●	●	●	●	●	●		●	●	●	●	●	●	●	

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<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</p>	●	●	●	●	●			●	●			●			●		
<p>Vocabulary Acquisition and Use</p>																	
<p>4. Interpret figurative language, including similes and metaphors, in context.</p>	●	●	●	●	●			●		●	●		●		●		

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Reading for Literature															
Key Ideas and Details															
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●	●	●	●	●			●		●				●	
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	●	●	●	●	●	●		●		●	●			●	
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	●	●	●	●	●			●		●	●			●	
Craft and Structure															
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	●	●		●	●			●						●	
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	●	●										●		●	
6. Explain how an author develops the point of view of the narrator or speaker in a text.	●	●	●	●	●		●	●		●		●		●	
Integration of Knowledge and Ideas															
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	●	●	●	●	●							●	●	●	●

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8. (Not applicable to literature)																	
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	●	●	●	●	●							●			●		
Range of Reading and Level of Text Complexity																	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.																	
Reading for Information																	
Key Ideas and Details																	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●	●	●	●	●			●		●	●				●		
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	●	●	●	●	●	●		●		●	●				●		
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, & elaborated in a text (e.g., through examples or anecdotes).	●	●	●	●	●			●							●		
Craft and Structure																	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	●	●	●	●	●			●	●	●	●	●			●		
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	●	●	●	●	●									●	●		

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6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	●	●	●	●	●			●	●	●	●	●	●		●		
Integration of Knowledge and Ideas																	
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	●	●	●	●	●			●				●	●		●		
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	●	●	●	●	●			●			●	●	●		●		
9. Compare & contrast one author's presentation of events with that of another (e.g., a memoir written by & a biography on the same person).	●	●	●	●	●		●	●			●	●	●		●		
Range of Reading and Text Complexity																	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.																	
Speaking and Listening Strand																	
Comprehension and Collaboration																	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	●	●	●	●	●										●		

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<p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	●	●	●	●	●										●		
<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>																	
<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>																	
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>																	
<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	●	●	●	●	●			●							●		
<p>3. Delineate a speaker's argument & specific claims, distinguishing claims that are supported by reasons & evidence from claims that are not.</p>	●	●	●	●	●							●	●		●		
<p>Presentation of Knowledge and Ideas</p>																	
<p>4. Present claims & findings, sequencing ideas logically & using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, & clear pronunciation.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	●	●	●														

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<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>															
<p>Language Strand</p>															
<p>Convention of Standard English</p>															
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	●	●	●	●	●	●		●	●	●	●	●	●	●	●
<p>b. Use intensive pronouns (e.g., myself, ourselves).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	●	●	●	●	●	●		●	●	●	●	●	●	●	●
<p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	●	●	●	●	●			●	●	●	●	●	●	●	●
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p>	●	●						●	●	●	●	●	●	●	●
<p>b. Spell correctly.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Alignment of Writing Strategies with Selected Common Core Standards

Grade 6—Reading & Language

Updated: July 24, 2012

<p style="text-align: center;">Common Core Stds ↓</p> <p style="text-align: center;">Strategies →</p>	<p style="text-align: center;">Essential Questions Identify / Restate</p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">SWBST: Outline, Summary, Retelling</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>
Knowledge of Language															
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	●	●	●		●	●	●	●							●
b. Maintain consistency in style and tone.*	●			●	●			●		●	●	●			●
Vocabulary Acquisition and Use															
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	●	●	●	●	●				●	●					●
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	●	●	●	●	●				●	●					●
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	●	●			●			●	●						●
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print & digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	●			●	●										●
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).															
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	●	●	●	●			●			●		●		●
a. Interpret figures of speech (e.g., personification) in context.	●	●	●	●	●			●		●	●		●		●

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<p style="text-align: right;">Strategies →</p> <p style="text-align: left;">Common Core Stds ↓</p>	Essential Questions <i>Identify / Restate</i>	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	●	●	●	●	●			●			●		●		●		
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	●	●	●	●								●			●		
<p>6. Acquire and use accurately grade-appropriate general academic & domain-specific words & phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		