

## Analysis of *California ELA standards to Common Core standards-5<sup>th</sup> grade*

Domain Reading	CA ELA Standard	Core Strand:	Common Core Standard	Alignment?	Comments in reference to CCS
Word Analysis and Fluency	1.1 Read aloud narrative/expository text fluently, accurately, intonation, expression.	Reading: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	Yes	Includes using context to self-correct and reading with purpose and understanding  Deeper look at fluency with Comprehension as goal  Also includes application of phonics and word analysis skills while reading
Vocabulary	1.2 Use word origins to determine meaning of unknown words.	Language	4. Determine or clarify the meaning of unknown and multiple meaning words and phrases. <ol style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li><b>b. Use common, grade-appropriate Greek/Latin affixes and roots as clues to the meaning of a word.</b></li> <li>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.</li> </ol>	Yes	4b
	1.3 Understand and explain frequently used synonyms, antonyms, homographs.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of</li> </ol>	Yes	5c

Domain Reading	CA ELA Standard	Core Strand:	Common Core Standard	Alignment?	Comments in reference to CCS
			common idioms, adages, and proverbs. <b>c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.</b>		
	1.4 Know abstract, derived roots/affixes from Greek/Latin and use knowledge to analyze the meaning of complex words.	Language	4. Determine or clarify the meaning of unknown and multiple meaning words and phrases. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <b>b. Use common, grade-appropriate Greek/Latin affixes and roots as clues to the meaning of a word.</b> 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.	Yes	4b
	1.5 Explain figurative/metaphorical words in context.	Language	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>a. Interpret figurative language, including similes and metaphor, in context.</b> <b>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</b> c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.	Yes	5a and 5b Extends to adages and proverbs.
Comprehension	2.1 Understand how text features (format, graphics, sequence, diagrams, illustrations, charts, and maps) make information accessible and usable.	Reading: Informational Text	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.	Yes	More focus on demonstrating the ability to use information to locate an answer quickly. Addressed in grade 3 Reading 7.

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	2.2 Analyze text that is organized in sequential/chronological order.	Reading: Informational Text	5. Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text.	Yes	Extends to comparing two or more texts.
	2.3 Discern main ideas/concepts presented in texts, identifying/assessing evidence that supports those ideas.	Reading: Informational Text	2. Determine two or main ideas and how supported by details; summarize text.	Yes	Includes summarization.
	2.4 Draw inferences, conclusion, and generalizations about text and support them with textual evidence and prior knowledge.	Reading: Literature and Informational Text	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Yes	Does not refer to prior knowledge.
	2.5 Distinguish facts, supported inferences, and opinions in text.	Reading: Literature and Informational Text	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Partial	Does not explicitly call out facts and opinions.
Literary Response	3.1 Identify/analyze characteristics of poetry, drama, fiction, non-fiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	Reading: Literature	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Yes	More specific and explicit terms for each literary form.
	3.2 Identify the main problem/conflict of the plot and explain how it is resolved.	Reading: Literature	2. Determine 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	Yes	
	3.3 Contrast actions/motive/appearance of characters in work of	Reading: Literature	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (how characters interact).	Partial	Does not connect character's actions and motives to theme/plot.

Domain Reading	CA ELA Standard	Core Strand:	Common Core Standard	Alignment?	Comments in reference to CCS
	fiction and discuss the importance of the contrasts to the theme/plot.				
	3.4 Understand theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in simple works.	Reading: Literature	2. Determine 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.	Yes	Includes poetry and summarization.
	3.5 Describe function/effect of literary devices (imagery, metaphor, symbolism).	Reading: Literature	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Yes	
	3.6 Evaluate archetypal pattern/symbols found in myth and traditional literature from different eras/cultures.	Reading: Literature		Yes	4 <sup>th</sup> grade Reading: Literature standard 9.
	3.7 Evaluate author's use of various techniques to influence reader.	Reading: Informational Text	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.	Yes	

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Organization	1.1 Create multiple-paragraph narrative compositions: a. Establish/develop a situation or plot b. Describe the setting. c. Present an ending.	Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Yes	Does not specifically reference “multiple paragraph or narrative composition. Also addressed in 5 <sup>th</sup> grade Writing standard 3.
	1.2 Create multiple-paragraph expository compositions: a. Establish topic, important ideas or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. d.	Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 [e.g., how characters interact]”). 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 support which point[s]”).	Yes	Does not specify expository composition.  Also addressed in 5 <sup>th</sup> grade Writing standard 2.
	1.3 Use organizational features of printed text (citations, end notes, bibliographic references) to locate relevant information.			No	

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	1.4 Create simple documents with electronic media with organizational features.	Writing	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 keyboard) as well as to interact and collaborate with others.	Yes	Highlights specific number of pages.
	1.5 Use a thesaurus to identify alternative word choice/meanings.	Language	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. <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)</li> <li>c. <b>Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.</b></li> </ul>	Yes	4c Does not address word choice in writing. Word choice is addressed in 4 <sup>th</sup> grade Language standard 3a.
	1.6 Edit/revise manuscripts to improve meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging works and sentences.	Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	Yes	3a Includes the whole writing process- does not identify specific editing and revising strategies.
		Writing	5. With some guidance and support from adults, develop and strengthen writing as needed by planning/, revising, editing, rewriting, or trying a new approach	Yes	3a Includes the whole writing process- does not identify specific editing and revising strategies.

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Applications	2.1 Write narratives <ul style="list-style-type: none"> <li>a. Establish plot, point of view, setting, and conflict.</li> <li>b. Show, rather than tell, the events of the story.</li> </ul>	Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Orient reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	Yes	
	2.2 Write response to literature <ul style="list-style-type: none"> <li>a. Demonstrate understanding of literary work.</li> <li>b. Support judgments through references to the text and to prior knowledge.</li> <li>c. Develop interpretations that exhibit careful reading and understanding.</li> </ul>	Writing	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension</li> <li>b. Develop topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (in contrast, especially)</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic</li> </ul>	Yes	Does not specifically call out "response to literature."  Not specific with the writing form.

Domain Writing	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			<ul style="list-style-type: none"> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. <b>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</b></li> <li>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 support which point[s]”).</li> </ul>		9a
	<p>2.3 Write research report about important ideas, issues, or events by using:</p> <ul style="list-style-type: none"> <li>a. Frame question to direct investigation</li> <li>b. Establish a controlling idea or topic</li> <li>c. Develop topic with simple facts, details, examples, and explanations</li> </ul>	Writing	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (in contrast, especially)</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	Yes	Not specific with the writing form.



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			<ul style="list-style-type: none"> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
	<p>2.4 Write persuasive letters/compositions</p> <ul style="list-style-type: none"> <li>a. State clear position in support of a proposal</li> <li>b. Support position with relevant evidence</li> <li>c. Follow simple organizational pattern</li> <li>d. Address reader concerns</li> </ul>	Writing	<p>1. Write opinions pieces on topics or texts, supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> <li>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</li> <li>b. Provide logically ordered reasons that are supported by facts and details</li> <li>c. Link opinion and reasons using words, phrases, and clauses (consequently, specifically)</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	Yes	<p>Extends to linking of opinions and concluding statement.</p> <p>Does not include addressing reader concerns.</p>

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Sentence structure	<p>1.1 Identify and correctly use prepositional phrases, appositives, independent/dependent clauses, use transitions/conjunctions to connect ideas.</p>	Language	<p>1. Demonstrate command of the conventions of grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. <b>Explain the function of conjunction, prepositions, and interjections in general and their function in particular sentences.</b></li> <li>b. Form and use the perfect (I had walked; I have walked; I will have walked) verb aspects.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions.</li> </ul>	Partial	<p>1a</p> <p>Includes perfect verb aspects, verb tense and aspect to convey various times, and shifts in verb tense and aspect.</p> <p>Does not address appositives, independent/dependent clauses, and use of transitions. CCS 6 emphasizes general academic and</p>

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			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).		domain-specific words and phrases.
Grammar	1.2 Correctly use verbs that are often misused (lie/lay, sit/set, rise, raise), modifiers, and pronouns.	Language		Yes	Found in 2 <sup>nd</sup> grade Core Language standard 1d.
Punctuation	1.3 Use colon to separate hours/minutes, into list; use quotation marks around exact words of speaker; title of poems, songs, and short stories.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate titles of works.</li> <li><b>d. Use underlining, quotation marks, or italics to indicate titles of works.</b></li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	Partial	2d Does not address using colon.
Capitalization	1.4 Use correct capitalization.	Language	<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate titles of works.</li> </ul>	Yes	Only stated in introduction of standard 2.  Addressed in 4 <sup>th</sup> grade Language standard.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.		
Spelling	1.5 Spell roots, suffixes, prefixes, and contractions, syllable construction.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate titles of works.</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.2e-Spell grade-appropriate words correctly, consulting references as needed.</li> <li><b>e. Spell grade-appropriate words correctly, consulting references as needed.</b></li> </ul>	Partial	2e Does not highlight specific spelling patterns or generalizations.

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Comprehension	1.1 Ask questions to seek information not already discussed.	Speaking and Listening	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li><b>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others from the discussions.</b></li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	Yes	1c
	1.2 Interpret speaker's verbal/non verbal messages.	Speaking and Listening	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others from the discussions.</li> <li><b>d. Review the key ideas expressed and draw conclusions in light of information</b></li> </ul>	Yes	1d

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			<b>and knowledge gained from the discussions.</b>		
	1.3. Make inferences or draw conclusions based on an oral report.	Speaking and Listening	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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others from the discussions.</li> <li><b>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</b></li> </ul>	Partial	1d Does not refer to making inferences.
Organization	1.4 Select focus, organizational structure, and point of view for an oral presentation.	Speaking and Listening	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.	Yes	Explicit with elements within focus and organization.
	1.5 Clarify and support ideas with evidence and examples.	Speaking and Listening	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.	Yes	
	1.6 Engage audience with verbal cues/facial expressions/gestures.	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Implied	

<b>Domain Listening Speaking</b>	<b>CA ELA Standard</b>	<b>Core Strand</b>	<b>Common Core Standard (CCS)</b>	<b>Alignment?</b>	<b>Comments in reference to CCS</b>
Analysis	1.7 Identify, analyze, and critique persuasive techniques (promises, dares, flattery, glittering generalities; identify logical fallacies used in oral presentations and media messages.			No	
	1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	Speaking and Listening	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Partial	Does not emphasize analysis of multimedia components.
Speaking	2.1 Deliver narrative presentations: a. Establish situation, plot, point of view, and setting with descriptive words. b. Show, rather than tell, the listener what happens.	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Implied	Organization of presentation is addressed in grade 5 Writing standard 3.
	2.2 Deliver information presentations: a. Frame questions to direct investigations. b. Establish controlling idea/topic. c. Develop topic with simple facts, details, examples, and explanations.	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Implied	Organization of presentation is addressed in grade 5 Writing standard 2.

Domain Listening Speaking	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	2.3 Deliver oral response to literature: <ul style="list-style-type: none"> <li>a. Summarize significant events/details.</li> <li>b. Articulate understanding of several ideas or images communicated by the literary work.</li> <li>c. Use examples or textual evidence from the work to support conclusions.</li> </ul>	Speaking and Listening	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Implied	Organization of presentation is addressed in grade 5 Writing standard 2.

## ***Common Core Standards not found in 5<sup>th</sup> Grade CA ELA Standards***

<b>Core Strand</b>	<b>Common Core Standard</b>	<b>Found in CA ELA Standards</b>
Reading: Literature	6. Describe how a narrator or speaker’s point of view influences how events are described.	
Reading: Literature	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	
Reading: Literature	9. Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Grade 4 Reading 3.4.
Reading: Informational 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.	
Reading: Informational Text	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.	
Reading: Informational Text	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Reading: Informational Text	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable.	
Reading: Foundational Skills	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 to read accurately unfamiliar multisyllabic words in context and out of context.	Grade 3-Reading 1.1 and 1.2.
Writing	8. Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
Writing	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.	
Speaking and Listening	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. 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.	



<b>Core Strand</b>	<b>Common Core Standard</b>	<b>Found in CA ELA Standards</b>
Speaking and Listening	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Speaking and Listening	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Grade 4-Writing 2.4 and Listening and Speaking 1.2.
Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>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?).</li> </ul>	Grade 2- Writing 1.4 Grade 3- Writing 1.6

***CA Standards not found in 5<sup>th</sup> grade Common Core Standards***

<b>Domain</b>	<b>CA Standards</b>	<b>Comments in reference to CCS</b>
Writing	1.3 Use organizational features of printed text (citations, end notes, bibliographic references) to locate relevant information.	
Listening and Speaking	1.7 Identify, analyze, and critique persuasive techniques (promises, dares, flattery, glittering generalities; identify logical fallacies used in oral presentations and media messages.	