**Napa Valley Unified School District**

**Common Core Standards**

**Grade 5 – Reading and Speaking & Listening Standards On-A-Page**

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| **Reading Literature** | **Reading Information** | **Speaking & Listening** | |
| **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**   1. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA 2. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 3. Describe how a narrator’s or speaker’s point of view influences how events are described.   **Integration of Knowledge and Ideas**   1. 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) 2. (Not applicable to literature) 3. 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 Level of Text Complexity**   1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently. | | **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**   1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (See grade 5 Language standards 4-6 for additional expectations.) CA 2. 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. 3. 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**   1. 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. 2. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 3. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably   **Range of Reading and Level of Text Complexity**  10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently. | **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 5 topics and* *texts*, building on others’ ideas and expressing their own clearly. 2. 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. 3. Follow agreed-upon rules for discussions and carry out assigned roles. 4. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 5. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 6. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 7. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA   **Presentation of Knowledge and Ideas**  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.  a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA  b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA  5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) |

NVUSD instructional coaches 8-13