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| The <<schoolname>> Library's Plan |
| to Support Student Success  Common Core State Standards in English Language Arts  Based on the standards for grade 5 |
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| *<<<yourname>>>*  *<<<date>>>* |
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| *Introduction* |

<<date>>>

Dear Administrator/Principal/Curriculum Supervisor:

The <<schoolname>>> Library is continuing its long tradition of supporting student growth in information literacy and research skills, as well as providing ongoing support, materials, and technology integration to all subject areas.

In this document, I review the standards for 5th grade and identify those standards for which the librarian can leverage resources and instructional expertise in support of this multi-state initiative.

<<<Here, identify some major existing practices of the library/librarian that dovetail with major ideas you provide.>>>

I look forward to talking further with you about our work together.

Sincerely,

<<<your signature>>>

<<<yourname>>>

School Librarian

<<<nameofschool>>>

<<<email address>>>

<<<phone number>>>

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| **Reading Standards for Literature, grade 5** | | | | |
| By the end of 5th grade, students will ... | Librarian (L) teaches alone | Librarian (L) and classroom teacher (CT) co-teach | CT teaches alone | Notes (may include questions, clarifications, details, materials provided by library, etc.) |
| 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). |  |  |  |  |
| 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. |  |  |  |  |
| 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) |  |  |  |  |
| 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |  |  |  |  |
| 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. |  |  |  |  |

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| **Reading Standards for Informational Text (RI), grade 5** | | | | |
| By the end of 5th grade, students will ... | L teaches alone | L and CT co-teach | CT teaches alone | Notes |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| 6. Analyze multiple accounts of the same event  or topic, noting important similarities and  differences in the point of view they represent. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |

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| **Reading Standards: Foundational Skills (RF), grade 5** | | | | |
| By the end of 5th grade, students will ... | L teaches alone | L and CT co-teach | CT teaches alone | Notes |
| 1. n/a |  |  |  |  |
| 2. n/a |  |  |  |  |
| 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. |  |  |  |  |
| 4. Read with sufficient accuracy and fluency to  support comprehension.  a. Read on-level text with purpose and  understanding.  b. Read on-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition and understanding, rereading as  necessary |  |  |  |  |
| *There are only four RF Standards for grade 5.* |  |  |  |  |

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| **Writing Standards (W), grade 5** | | | | |
| By the end of 5th grade, students will ... | L teaches alone | L and CT co-teach | CT teaches alone | Notes |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  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. |  |  |  |  |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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. |  |  |  |  |

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| **Writing Standards (W), grade 5, *continued*** | | | | |
| By the end of 5th grade, students will ... | L teaches alone | L and CT co-teach | CT teaches alone | Notes |
| 3. Write narratives to develop real or imagined  experiences or events using effective technique, descriptive details, and clear event sequences.  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. |  |  |  |  |
| 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, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) |  |  |  |  |
| 6. 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. |  |  |  |  |
| 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. |  |  |  |  |

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| **Writing Standards (W), grade 5, *continued*** | | | | |
| By the end of 5th grade, students will ... | L teaches alone | L and CT co-teach | CT teaches alone | Notes |
| 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]”). |  |  |  |  |
| 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. |  |  |  |  |

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| **Speaking and Listening Standards (SL), grade 5** | | | | |
| By the end of 5th grade, students will ... | L teaches alone | L and CT co-teach | CT teaches alone | Notes |
| 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.  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 a written text read aloud or  information presented in diverse media and  formats, including visually, quantitatively, and  orally. |  |  |  |  |
| 3. Summarize the points a speaker makes and  explain how each claim is supported by reasons  and evidence. |  |  |  |  |
| 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. |  |  |  |  |
| 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 on pages 28 and 29 for specific expectations.) |  |  |  |  |
| *There are only six Speaking and Listening Standards for grade 5.* | | | | |

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| **Language Standards (L), grade 5** | | | | |
| By the end of 5th grade, students will ... | L teaches alone | L & CT co-teach | CT teaches alone | Notes |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  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 tenses.  c. Use verb tense to convey various times,  sequences, states, and conditions.  d. Recognize and correct inappropriate shifts in verb tense.\*  e. Use correlative conjunctions (e.g., either/or,  neither/nor). |  |  |  |  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  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.  \* Asterisked items continue to develop from third grade on. |  |  |  |  |

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| **Language Standards (L), grade 5, *continued*** | | | | |
| By the end of 5th grade, students will ... | L teaches alone | L & CT co-teach | CT teaches alone | Notes |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Expand, combine, and reduce sentences for  meaning, reader/listener interest, and style.  b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |  |  |  |  |
| 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.  a. Use context (e.g., cause/effect relationships  and comparisons 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., photograph, photosynthesis).  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. |  |  |  |  |
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |  |  |  |  |
| 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*). |  |  |  |  |
| *There are only six Language Standards for grade 5.* | | | | |

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