



This document is designed to help North Carolina educators teach the Common Core. NCDPI staff are continually updating and improving these tools to better serve teachers.

Grade 5

Crosswalk: English Language Arts and Reading (ELAR)

- **Common Core State Standards (CCSS, 2010) and**
- **North Carolina Standard Course of Study (NCSCOS, 2004)**

Overview

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate



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strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELAR standards.

www.corestandards.org

<http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx>

<http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf>



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards 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.	2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> supporting answers from textual information, previous experience, and/or other sources. 2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).	
		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.	2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question). 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> making and evaluating inferences and conclusions about characters, events, and themes 	
		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).	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> examining reasons for a character’s actions, taking into account the situation and basic motivation of the character examining relationships among characters 	The Common Core State Standard (CCSS) includes additional story elements.



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Strand	Cluster	Standard	Objective	
Reading Standards for Literature	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.	2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> effectiveness of figurative language 	CCSS emphasizes the meaning of words and phrases.
		5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> plot development 	CCSS refers to the overall structure of texts.
		6. Describe how a narrator's or speaker's point of view influences how events are described.	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> examining alternative perspectives 	CCSS refers to the influence of point of view on text.



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Reading Standards for Literature	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).	3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.	The impact of multimedia on text is examined in the CCSS.
		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.	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> evaluating the differences among genres 	CCSS requires students to compare and contrast.



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Strand	Cluster	Standard	Objective	
Reading Standards for Literature	Range of Reading and Level of 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.	<p>1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:</p> <ul style="list-style-type: none"> • increase fluency • build background knowledge • expand and refine vocabulary <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.03 Read a variety of texts, such as:</p> <ul style="list-style-type: none"> • fiction (tall tales, myths). • nonfiction (books of true experience, newspaper and magazine articles, schedules). • poetry (narrative, lyric, and cinquains). • drama (plays and skits). <p>4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</p>	<p>Comments</p> <p>CCSS refers to the 4-5 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.</p>



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Key Ideas and Details	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).	
		2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question). 2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> supporting answers from textual information, previous experience, and/or other sources. 	
		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.	3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Craft and Structure	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.	1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension. 1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.	CCSS refers to fifth grade domain-specific vocabulary.
		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.		New expectation in CCSS.
		6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.	CCSS is very specific in analysis requirements.



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Strand	Cluster	Standard	Objective	
			Comments	
Reading Standards for Informational Text	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.		New expectation in CCSS.
		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).		New expectation in CCSS.
		9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Range of Reading and Level of 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.	<p>1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:</p> <ul style="list-style-type: none"> • increase fluency • build background knowledge • expand and refine vocabulary <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.03 Read a variety of texts, such as:</p> <ul style="list-style-type: none"> • fiction (tall tales, myths). • nonfiction (books of true experience, newspaper and magazine articles, schedules). • poetry (narrative, lyric, and cinquains). • drama (plays and skits). <p>4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</p>	CCSS refers to the 4-5 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards: Foundational Skills	Phonics and Word Recognition	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>	<p>1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.03 Increase reading and writing vocabulary through:</p> <ul style="list-style-type: none"> • wide reading. • word study. • word reference materials. • content area study. 	



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Reading Standards: Foundational Skills	Fluency	<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 and understanding, rereading as necessary.</p>	<p>1.03 Increase reading and writing vocabulary through:</p> <ul style="list-style-type: none"> • wide reading. • word study. • word reference materials. • content area study. 	<p>CCSS specifies grade level text.</p>



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Strand	Cluster	Standard	Objective	Comments
Writing Standards	Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 	4.02 Use oral and written language to: <ul style="list-style-type: none"> formulate hypotheses. evaluate information and ideas present and support arguments influence the thinking of others 4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact. 4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content. 4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).	Students are required to write opinion pieces in the CCSS. CCSS specifies the use of linking words and phrases. It also includes using reasons to support opinions.
		2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), 	4.02 Use oral and written language to: <ul style="list-style-type: none"> formulate hypotheses. evaluate information and ideas present and support arguments influence the thinking of others 	CCSS encourages rigor and specificity in informational writing. It includes a writing process.



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		<p>illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.</p> <p>4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).</p> <p>5.03 Elaborate information and ideas in speaking and writing by using:</p> <ul style="list-style-type: none"> • prepositional phrases. • transitions. • coordinating and/or subordinating conjunctions. 	
		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as</p>	<p>4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p> <p>4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the</p>	CCSS includes a specific narrative writing process.



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		<p>dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>editor, business letters).</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).</p> <p>5.03 Elaborate information and ideas in speaking and writing by using:</p> <ul style="list-style-type: none"> • prepositional phrases. • transitions. • coordinating and/or subordinating conjunctions. 	



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Writing Standards	Production and Distribution of Writing	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.)	4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline. 4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).	
		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.	4.08 Focus revision on target elements by: <ul style="list-style-type: none"> improving word choice. rearranging text for clarity. creating simple and/or complex sentences for clarity or impact. developing a lead, characters, or mood. 5.07 Edit final product for grammar, language conventions, and format.	CCSS includes editing with guidance and support from peers and adults throughout the writing process.
		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.	4.10 Use technology as a tool to enhance and/or publish a product. 5.08 Create readable documents through legible handwriting (cursive) and word processing.	CCSS includes proficient keyboarding skills and adult guidance with technology.



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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	
		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.	3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	CCSS uses 21 st century skills and requires a list of sources.
		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]”).	3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	CCSS includes reflection and analysis of texts.



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Writing Standards	Range of 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.		New expectation in CCSS.



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Speaking and Listening Standards	Comprehension and Collaboration	<p>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.</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> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>2.09 Listen actively and critically by:</p> <ul style="list-style-type: none"> • asking questions. • delving deeper into the topic. • elaborating on the information and ideas presented. • evaluating information and ideas. • making inferences and drawing conclusions. • making judgments. <p>4.02 Use oral and written language to:</p> <ul style="list-style-type: none"> • formulate hypotheses. • evaluate information and ideas. • present and support arguments. • influence the thinking of others. 	CCSS outlines specific criteria for collaborative discussions.
		<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2.09 Listen actively and critically by:</p> <ul style="list-style-type: none"> • asking questions. • delving deeper into the topic. • elaborating on the information and ideas presented. • evaluating information and ideas. • making inferences and drawing conclusions. • making judgments. 	CCSS emphasizes different formats.



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Strand	Cluster	Standard	Objective	Comments
		3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	2.09 Listen actively and critically by: <ul style="list-style-type: none">• asking questions.• delving deeper into the topic.• elaborating on the information and ideas presented.• evaluating information and ideas.• making inferences and drawing conclusions.• making judgments.	



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Speaking and Listening Standards	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.	4.02 Use oral and written language to: <ul style="list-style-type: none"> • formulate hypotheses. • evaluate information and ideas. • present and support arguments. • influence the thinking of others. 4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.	CCSS specifies including supporting details and speaking appropriately.
		5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	4.10 Use technology as a tool to enhance and/or publish a product.	CCSS requires students to use multimedia to develop themes or ideas.
		6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	



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Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 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. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	5.02 Demonstrate understanding in speaking and writing by using: <ul style="list-style-type: none"> troublesome verbs. nominative, objective, and possessive pronouns. 5.03 Elaborate information and ideas in speaking and writing by using: <ul style="list-style-type: none"> prepositional phrases. transitions. coordinating and/or subordinating conjunctions. 	CCSS provides more specificity with regards to conventions when writing or speaking.
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> 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 <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 	5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences). 5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.	CCSS provides more specificity with regards to conventions when writing.



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		<p>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>5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.</p>	



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Strand	Cluster	Standard	Objective	Comments
Language Standards	Knowledge of Language	<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> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).</p> <p>5.02 Demonstrate understanding in speaking and writing by using:</p> <ul style="list-style-type: none"> troublesome verbs. nominative, objective, and possessive pronouns. 	CCSS is rigorous and specific in language usage.



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Grade 5

Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	
			Comments	
Language Standards	Vocabulary Acquisition and Use	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"> 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., <i>photograph</i>, <i>photosynthesis</i>). 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. 	1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension. 1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.	
		5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> 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, 		New expectation in CCSS.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
		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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).		New expectation in CCSS.