



DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE - Alignment Chart

GRADE 5 Common Core State Standards Initiative – English Language Arts <input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3												Rings of Responsibility	Private & Personal Information	The Power of Words	The Key to Keywords	Whose Is It, Anyway?	Strong Passwords	Digital Citizenship Pledge	You've Won a Prize!	How to Cite a Site	Picture Perfect	Talking Safely Online	Super Digital Citizen	Privacy Rules	What's Cyberbullying?	Selling Stereotypes
College and Career Readiness Anchor Standards for Reading																										
Key Ideas and Details																										
<input type="checkbox"/>	A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	•	•	•	•	•	•	•	•	•	•	•	•	•											
<input type="checkbox"/>	A.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.																								
<input type="checkbox"/>	A.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.																								
Craft and Structure																										
<input type="checkbox"/>	A.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	•	•	•	•	•	•	•	•	•	•	•	•	•											
<input type="checkbox"/>	A.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.																								
<input type="checkbox"/>	A.R.6	Assess how point of view or purpose shapes the content and style of a text.																								
Integration of Knowledge and Ideas																										
<input type="checkbox"/>	A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.												•	•											
<input type="checkbox"/>	A.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.																								
<input type="checkbox"/>	A.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.																								
Range and Level of Text Complexity																										
<input type="checkbox"/>	A.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	•	•	•	•	•	•	•	•	•	•	•	•	•											
Reading Standards for Literature																										
Key Ideas and Details																										
<input type="checkbox"/>	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.																								

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<input type="checkbox"/>	RL.5.2	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.														
<input type="checkbox"/>	RL.5.3	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																
<input type="checkbox"/>	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.														•
<input type="checkbox"/>	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (directions) when writing or speaking about a text.														
<input type="checkbox"/>	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	RL.5.7	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).														•
	RL.5.8	(Not applicable to literature)														
<input type="checkbox"/>	RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.														
Range and Level of Text Complexity																
<input type="checkbox"/>	RL.5.10	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 Standards for Informational Text																
Key Ideas and Details																
<input type="checkbox"/>	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.														
<input type="checkbox"/>	RI.5.3	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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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Craft and Structure

<input type="checkbox"/>	RI.5.4	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>
<input type="checkbox"/>	RI.5.5	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.												
<input type="checkbox"/>	RI.5.6	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

<input type="checkbox"/>	RI.5.7	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.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).												
<input type="checkbox"/>	RI.5.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.												

Range and Level of Text Complexity

<input type="checkbox"/>	RI.5.10	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

Phonics and Word Recognition

<input type="checkbox"/>	RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.												
<input type="checkbox"/>	RF.5.3a	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

<input type="checkbox"/>	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.												
<input type="checkbox"/>	RF.5.4a	Read grade-level text with purpose and understanding.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.												

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<input type="checkbox"/>	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.														
College and Career Readiness Anchor Standards for Writing																
Text Types and Purposes																
<input type="checkbox"/>	A.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.														
<input type="checkbox"/>	A.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.														
<input type="checkbox"/>	A.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.														
Production and Distribution of Writing																
<input type="checkbox"/>	A.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.														
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.														
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.														
Research to Build Knowledge																
<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.														
<input type="checkbox"/>	A.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.														
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
Range of Writing																
<input type="checkbox"/>	A.W.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 tasks, purposes, and audiences.														
Writing Standards																
Text Types and Purposes																
<input type="checkbox"/>	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.														
<input type="checkbox"/>	W.5.1a	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.														

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<input type="checkbox"/>	W.5.1b	Provide logically ordered reasons that are supported by facts and details.															
<input type="checkbox"/>	W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).															
<input type="checkbox"/>	W.5.1d	Provide a concluding statement or section related to the opinion presented.															
<input type="checkbox"/>	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.															
<input type="checkbox"/>	W.5.2a	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.															
<input type="checkbox"/>	W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.															
<input type="checkbox"/>	W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).															
<input type="checkbox"/>	W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.					•										
<input type="checkbox"/>	W.5.2e	Provide a concluding statement or section related to the information or explanation presented.															
<input type="checkbox"/>	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.															
<input type="checkbox"/>	W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.												•			
<input type="checkbox"/>	W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.												•			
<input type="checkbox"/>	W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.															
<input type="checkbox"/>	W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.															
<input type="checkbox"/>	W.5.3e	Provide a conclusion that follows from the narrated experiences or events.															
Production and Distribution of Writing																	
<input type="checkbox"/>	W.5.4	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.)	•	•		•	•	•	•		•			•		•	
<input type="checkbox"/>	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.															

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<input type="checkbox"/>	W.5.6	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.	•			•										
Research to Build Knowledge																
<input type="checkbox"/>	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		•	•	•										
<input type="checkbox"/>	W.5.8	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.														
<input type="checkbox"/>	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
<input type="checkbox"/>	W.5.9a	Apply <i>grade 5 Reading standards</i> 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]”).														
<input type="checkbox"/>	W.5.9b	Apply <i>grade 5 Reading standards</i> 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]”).	•	•	•			•				•		•		
Range of Writing																
<input type="checkbox"/>	W.5.10	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.	•	•	•	•	•	•	•	•			•		•	
College and Career Readiness Anchor Standards for Speaking and Listening																
Comprehension and Collaboration																
<input type="checkbox"/>	A.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.									•					•
<input type="checkbox"/>	A.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.														
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		•	•	•	•	•	•			•	•	•		•
<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.														

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<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Speaking and Listening Standards																
Comprehension and Collaboration																
<input type="checkbox"/>	SL.5.1	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.														
<input type="checkbox"/>	SL.5.1a	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.		.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.		.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.														
<input type="checkbox"/>	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.														
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	SL.5.4	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.		.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		.		.			.							
<input type="checkbox"/>	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		.	.	.	.	.	.	.	.	.	.	.	.	.
College and Career Readiness Anchor Standards for Language																
Conventions of Standard English																
<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	

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<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														
Knowledge of Language																
<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Vocabulary Acquisition and Use																
<input type="checkbox"/>	A.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														
<input type="checkbox"/>	A.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.														
Language Standards																
Conventions of Standard English																
<input type="checkbox"/>	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
<input type="checkbox"/>	L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.														
<input type="checkbox"/>	L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.														
<input type="checkbox"/>	L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.														
<input type="checkbox"/>	L.5.1d	Recognize and correct inappropriate shifts in verb tense.*														
<input type="checkbox"/>	L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).														
<input type="checkbox"/>	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														
<input type="checkbox"/>	L.5.2a	Use punctuation to separate items in a series.*														
<input type="checkbox"/>	L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.														

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<input type="checkbox"/>	L.5.2c	Use a comma to set off the words yes and no (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>).														
<input type="checkbox"/>	L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.														
<input type="checkbox"/>	L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.														
Knowledge of Language																
<input type="checkbox"/>	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.														
<input type="checkbox"/>	L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		•	•		•	•		•	•		•		•	•
<input type="checkbox"/>	L.5.3b	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.														
Vocabulary Acquisition and Use																
<input type="checkbox"/>	L.5.4	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.														
<input type="checkbox"/>	L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.														
<input type="checkbox"/>	L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).														
<input type="checkbox"/>	L.5.4c	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.														
<input type="checkbox"/>	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														
<input type="checkbox"/>	L.5.5a	Interpret figurative language, including similes and metaphors, in context.														
<input type="checkbox"/>	L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.														
<input type="checkbox"/>	L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.														
<input type="checkbox"/>	L.5.6	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, although, nevertheless, similarly, moreover, in addition</i>).	•	•	•	•	•	•	•	•	•	•	•	•	•	•