

Grade 5: English Language Arts

Common Core Standards	Converted/Unpacked Standards	
Reading Literature		
CC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I can quote accurately from the text to explain what the text says. [RL.5.1] I can explain what the text explicitly states and what the text implies, or hints at. [RL.5.1]	
CC.5.R.L.2 Key Ideas and Details: 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.	I can determine the theme of a text and locate particular details that convey the theme. [RL.5.2] I can summarize what the text says. [RL.5.2]	
CC.5.R.L.3 Key Ideas and Details: 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).	I can compare and contrast characters in a text and provide details from the text. [RL.5.3] I can compare and contrast settings in a text and provide details from the text. [RL.5.3] I can compare and contrast events in a text and provide details from the text. [RL.5.3]	
CC.5.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I can determine the meanings of words and phrases as they are used in a text. [RL.5.4] I can define simile and metaphor. [RL.5.4] I can determine what similes and metaphors mean as they are used in a text. [RL.5.4]	
CC.5.R.L.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	I can describe the overall structure of a novel by explaining how the chapters unfold. [RL.5.5] I can describe the overall structure of a poem by explaining how the stanzas unfold. [RL.5.5] I can describe the overall structure of a drama by explaining how the scenes unfold. [RL.5.5]	
CC.5.R.L.6 Craft and Structure: Describe how a narrator's or speaker's point of view influences how events are described.	I can describe the point of view of the narrator or speaker in a text. [RL.5.6] I can explain how the point of view of the narrator or speaker in a text influences how events are described. [RL.5.6]	
CC.5.R.L.7 Integration of Knowledge and Ideas: 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).	I can describe the visual and/or multimedia elements of a text. [RL.5.7] I can explain how a text would be different without its visual and/or multimedia elements. [RL.5.7] I can describe how the visual and/or multimedia elements of a text add to the meaning, tone, or beauty of it. [RL.5.7]	
CC.5.R.L.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	I can compare and contrast stories in the same genre in terms of how they treat a similar theme or topic. [RL.5.9]	

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<p>CC.5.R.L.10 Range of Reading and Complexity of Text: 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>	<p>I can explain which portions of a text I understand and which portions I don't. [RL.5.10] I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RL.5.10] I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RL.5.10]</p>	
<p>Reading Informational Text</p>		
<p>CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>I can locate and quote language in the text when explaining what the text says. [RI.5.1] I can understand and describe what the text implies, or hints at. [RI.5.1]</p>	
<p>CC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>I can determine two or more main ideas of a text and describe how they are supported by key details. [RI.5.2] I can summarize what the text says. [RI.5.2]</p>	
<p>CC.5.R.I.3 Key Ideas and Details: 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.</p>	<p>I can describe how individuals, ideas, and events within a historical, scientific, or technical text are connected. [RI.5.3]</p>	
<p>CC.5.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>I can determine the meanings of words and phrases as they are used in a text. [RI.5.4]</p>	
<p>CC.5.R.I.5 Craft and Structure: 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.</p>	<p>I can describe the characteristics of text structures such as chronology, comparison, cause/effect, and problem/solution. [RI.5.5] I can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. [RI.5.5]</p>	
<p>CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>I can define point of view. [RI.5.6] I can analyze multiple versions of the same event or topic and locate important similarities and differences in the point of view they represent. [RI.5.6]</p>	
<p>CC.5.R.I.7 Integration of Knowledge and Ideas: 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.</p>	<p>I can access information from multiple print or digital sources to find an answer to a question. [RI.5.7] I can access information from multiple print or digital sources to solve a problem. [RI.5.7]</p>	
<p>CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>I can locate reasons and evidence which support particular points in a text. [RI.5.8] I can determine which reasons and evidence support which point or points. [RI.5.8]</p>	
<p>CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>I can access information from several texts about the same topic. [RI.5.9] I can write or speak about a topic accurately after reading several texts on the topic. [RI.5.9]</p>	

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CC.5.R.I.10 Range of Reading and Complexity of Text: 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.	I can locate portions of a text that I understand versus portions that I don't understand. [RI.5.10] I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RI.5.10] I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RI.5.10]	
Reading Fundamentals		
CC.5.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	I can determine the meaning of most multisyllabic words by studying their roots and affixes. [RF.5.3] I can read multi-syllable words. [RF.5.3]	
CC.5.R.F.3.a Phonics and Word Recognition: 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.	I can 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. (5.R.F.3.a)	
CC.5.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read stories and poems aloud clearly and at a steady pace. [RF.5.4] I can correct mistakes I make or reread for clarification when I read. [RF.5.4]	
CC.5.R.F.4.a Fluency: Read grade-level text with purpose and understanding.	I can read grade-level text with purpose and understanding (RF.5.4a)	
CC.5.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (5.R.F.4.b)	
CC.5.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can use context to confirm or self-correct word recognition and understanding, rereading as necessary. (5.R.F.4.c)	
Writing		
CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	I can write arguments to support claims with reasons and information. [W.5.1]	
CC.5.W.1.a Text Types and Purposes: 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.	I can introduce a topic or text clearly, state an opinion, and organize the reasons and ideas clearly that support my purpose. [W.5.1]	
CC.5.W.1.b Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.	I can provide logically ordered reasons that are supported by facts and details. [W.5.1]	
CC.5.W.1.c Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	I can link my opinion and reasons using words, phrases, and clauses that show how they are related. [W.5.1]	
CC.5.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.	I can provide a concluding statement or section related to the opinion presented. [W.5.1]	
CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write informational/explanatory texts that examine and convey and information clearly. [W.5.2]	

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CC.5.W.2.a Text Types and Purposes: 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.	I can introduce a topic clearly, provide a general observation and focus, and group related information logically. [W.5.2] I can incorporate formatting, graphics, and multimedia into my written pieces if necessary. [W.5.2]	
CC.5.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2]	
CC.5.W.2.c Text Types and Purposes: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	I can link ideas within and across categories of information using words, phrases, and clauses. [W.5.2]	
CC.5.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use precise language and specific vocabulary to inform about or explain the topic. [W.5.2]	
CC.5.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.	I can provide a concluding statement or section that follows from the information or explanation presented. [W.5.2]	
CC.5.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
CC.5.W.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	I can write narratives to develop real or imagined experiences or events. [W.5.3] I can orient a reader by establishing a situation and introducing a narrator and/or characters. [W.5.3] I can organize a series of events that unfold naturally and logically. [W.5.3]	
CC.5.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	I can use narrative techniques, provide descriptive details, and structure event sequences effectively. [W.5.3] I can use narrative techniques such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. [W.5.3]	
CC.5.W.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	I can use a variety of transition words, phrases, and clauses to manage the sequence of events. [W.5.3]	
CC.5.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.	I can use specific vocabulary to communicate experiences and events. [W.5.3]	
CC.5.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.	I can provide a conclusion that follows from the narrated experiences or events. [W.5.3]	
CC.5.W.4 Production and Distribution of Writing: 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.)	I can understand my task, purpose, and audience when I write. [W.5.4] I can match the development, organization, and style of my writing to my task, audience, and purpose. [W.5.4]	

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<p>CC.5.W.5 Production and Distribution of Writing: 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 1–3up to and including grade 5 on page 29.)</p>	<p>I can understand writing as a process of planning, revising, editing, and rewriting. [W.5.5] I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach. [W.5.5]</p>	
<p>CC.5.W.6 Production and Distribution of Writing: 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.</p>	<p>I can type a minimum of two pages in a single sitting. [W.5.6] I can use technology, including the internet, to interact and collaborate with others on the writing process. [W.5.6]</p>	
<p>CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>I can conduct short research projects to learn more about a topic. [W.5.7]</p>	
<p>CC.5.W.8 Research to Build and Present Knowledge: 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.</p>	<p>I can gather relevant information from print and digital sources. [W.5.8] I can summarize or paraphrase information in notes and in finished drafts, providing a list of sources used. [W.5.8] I can remember relevant information from experiences. [W.5.8]</p>	
<p>CC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>I can draw evidence from literary texts to support my analysis, reflection, and research. [W.5.9] I can draw evidence from informational texts to support my analysis, reflection, and research. [W.5.9] I can apply the analytical and reflective skills I use when I read to my writing. [W.5.9]</p>	
<p>CC.5.W.9.a Research to Build and Present Knowledge: 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]”).</p>	<p>I can compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text.(5.W.9.a)</p>	
<p>CC.5.W.9.b Research to Build and Present Knowledge: 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]”).</p>	<p>I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (5.W.9.b)</p>	
<p>CC.5.W.10 Range of Writing: 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.</p>	<p>I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [W.5.10] I can design a work plan that includes time for research, reflection, and revision. [W.5.10] I can write routinely over shorter time frames for a range of tasks, purposes, and audiences. [W.5.10] I can write routinely over extended time frames for a range of tasks, purposes, and audiences. [W.5.10]</p>	

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Common Core Standards	Converted/Unpacked Standards	
Speaking and Listening		
<p>CC.5.SL.1 Comprehension and Collaboration: 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>I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.5.1] I can discuss my own ideas clearly in a discussion. [SL.5.1] I can build on the ideas of others in a discussion. [SL.5.1] I can prepare for discussions by reading and studying required materials beforehand. [SL.5.1] I can refer to texts and other required materials as well as my own prior knowledge when discussing a topic. [SL.5.1] I can follow established rules for class discussions. [SL.5.1] I can participate in conversations by posing and responding to questions and contributing relevant comments. [SL.5.1] I can paraphrase key ideas presented in a discussion or group activity. [SL.5.1] I can draw conclusions based on information and knowledge shared in a discussion or group activity. [SL.5.1]</p>	
<p>CC.5.SL.1.a Comprehension and Collaboration: 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>CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.</p>		
<p>CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>		
<p>CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		
<p>CC.5.SL.2 Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>I can summarize a written text read aloud to me. [SL.5.2] I can summarize information presented visually, such as a photograph or video. [SL.5.2] I can summarize information presented orally, such as a speech or conversation. [SL.5.2] I can summarize information presented in a graph, chart, or similar format. [SL.5.2]</p>	
<p>CC.5.SL.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>I can describe a speaker's argument and list specific claims he or she makes. [SL.5.3] I can explain how each claim a speaker makes is supported by reasons and evidence. [SL.5.3]</p>	

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CC.5.SL.4 Presentation of Knowledge and Ideas: 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.	I can report on a topic or text or present an opinion while keeping the ideas in logical order. [SL.5.4] I can report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes. [SL.5.4] I can speak clearly and at an understandable pace when presenting. [SL.5.4]	
CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	I can include multimedia and visual components with my presentations. [SL.5.5] I can enhance presentations by incorporating multimedia and visual components. [SL.5.5]	
CC.5.SL.6 Presentation of Knowledge and Ideas: 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 page 28 for specific expectations.)	I can adapt how I speak according to what is best for my purpose and my audience. [SL.5.6] I can use formal English when necessary. [SL.5.6]	
Language		
CC.5.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CC.5.L.1.a Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	I can explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1]	
CC.5.L.1.b Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	I can form and use correct verb tenses (e.g., I had walked; I have walked; I will have walked). [L.5.1]	
CC.5.L.1.c Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.	I can use verb tense to show various times, sequences, states, and conditions. [L.5.1]	
CC.5.L.1.d Conventions of Standard English: Recognize and correct inappropriate shifts in verb tense.*	I can recognize and correct inappropriate shifts in verb tense. [L.5.1]	
CC.5.L.1.e Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor).	I can use correlative conjunctions (e.g., either/or, neither/nor). [L.5.1]	
CC.5.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
CC.5.L.2.a Conventions of Standard English: Use punctuation to separate items in a series.*	I can use punctuation to separate items in a series. [L.5.2]	
CC.5.L.2.b Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.	I can use a comma to separate an introductory element from the rest of the sentence. [L.5.2]	
CC.5.L.2.c Conventions of Standard English: 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?).	I can 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 a direct address. [L.5.2]	
CC.5.L.2.d Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works.	I can accurately use underlining, quotation marks, or italics to indicate titles of works. [L.5.2]	

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CC.5.L.2.e Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.	I can spell words correctly and look up the spelling of words I don't know. [L.5.2]	
CC.5.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
CC.5.L.3.a Knowledge of Language: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	I can expand, combine, and reduce sentences to change their meaning. [L.5.3] I can expand, combine, and reduce sentences to interest my reader or listener. [L.5.3] I can expand, combine, and reduce sentences to change their style. [L.5.3]	
CC.5.L.3.b Knowledge of Language: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	I can compare and contrast English dialects, registers, etc. [L.5.3]	
CC.5.L.4 Vocabulary Acquisition and Use: 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.		
CC.5.L.4.a Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by examining context clues. [L.5.4]	
CC.5.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	I can provide definitions for common Greek or Latin roots and affixes. [L.5.4] I can apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words. [L.5.4]	
CC.5.L.4.c Vocabulary Acquisition and Use: 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.	I can use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.5.4] I can verify the definition of a word or phrase I'm unsure of by studying the context or consulting a reference material. [L.5.4]	
CC.5.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CC.5.L.5.a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.	I can define simile and metaphor. [L.5.5] I can interpret figurative language, including similes and metaphors, in context. [L.5.5]	
CC.5.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.	I can explain the meanings of common idioms, adages, and proverbs. [L.5.5]	
CC.5.L.5.c Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	I can recognize and explain the meaning of synonyms, antonyms, and homographs. [L.5.5]	
CC.5.L.6 Vocabulary Acquisition and Use: 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).	I can learn and use vocabulary words that signal contrast. [L.5.6] I can learn and use vocabulary words that signal addition. [L.5.6] I can learn and use vocabulary words that signal logical relationships. [L.5.6] I can learn and use transitional language to signal contrast, addition, and logical relationships. [L.5.6]	