

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature
 W = Writing
 OLLS = Oral Language, Listening, and Speaking
 V = Visual Literacy

RF = Foundational Skills
 RL = Literature
 W = Writing

RI = Informational Reading
 SL = Speaking and Listening
 L = Language Standards

FIFTH GRADE					
PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	Main	Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.			
RL	1	Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RL	1	Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary.	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.
RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	RI	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.
RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

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RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	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.
RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	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.
RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	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).
RL	1.1.b	Words in Context: Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).	RI	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.
RL	1.1.b	Words in Context: Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).	5	5	Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL	1.1.b	Words in Context: Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).	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.
RL	1.2.a	Affixes, Roots, and Stems: Interpret new words by analyzing the meaning of prefixes and suffixes.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

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RL	1.2.a	Affixes, Roots, and Stems: Interpret new words by analyzing the meaning of prefixes and suffixes.	RF	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.
RL	1.2.b	Affixes, Roots, and Stems: Apply knowledge of root words to determine the meaning of unknown words within a passage.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	1.2.b	Affixes, Roots, and Stems: Apply knowledge of root words to determine the meaning of unknown words within a passage.	RF	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.
RL	1.2.c	Affixes, Roots, and Stems: Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	1.2.c	Affixes, Roots, and Stems: Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).	RF	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.
RL	1.2.c	Affixes, Roots, and Stems: Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).	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).
RL	1.3	Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fifth grade level synonyms, antonyms, homonym/homophones, and multiple meaning words to determine the meaning of words and phrases.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

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RL	1.3	Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fifth grade level synonyms, antonyms, homonym/homophones, and multiple meaning words to determine the meaning of words and phrases.	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.
RL	1.4.a	*Using Resource Materials and Aids: Use a thesaurus to determine related words and concepts.	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.
RL	1.4.b	*Using Resource Materials and Aids: Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.	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.
RL	2	Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.			
RL	2.1	Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	RF	4	Fluency: Read with sufficient accuracy and fluency to support comprehension.
RL	2.1	Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	RF	4.a	Fluency: Read grade-level text with purpose and understanding.
RL	2.1	Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	RF	4.b	Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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RL	2.1	Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	RF	4.c	Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL	2.2	Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader).			
RL	2.3	Read silently for increased periods of time.			
RL	2.4	Increase reading through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals etc..			
RL	3	Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.			
RL	3.1.a	Literal Understanding: Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).	RI	1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.1.b	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.	RI	1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.1.b	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.	RF	4	Fluency: Read with sufficient accuracy and fluency to support comprehension.
RL	3.1.b	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.	RF	4.a	Fluency: Read grade-level text with purpose and understanding.
RL	3.1.c	Literal Understanding: Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.	RI	1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.1.c	Literal Understanding: Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.	RI	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.

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RL	3.1.c	Literal Understanding: Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.	RI	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.
RL	3.1.c	Literal Understanding: Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.	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]").
RL	3.1.d	Literal Understanding: Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.	RI	1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.1.d	Literal Understanding: Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.	RI	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.
RL	3.2.a	Inferences and Interpretation: Apply prior knowledge and experience to make inferences and respond to new information presented in text.			
RL	3.2.b	Inferences and Interpretation: Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	5	1	Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.2.b	Inferences and Interpretation: Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	5	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]").
RL	3.2.c	Inferences and Interpretation: Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).	5	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).

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RL	3.2.c	Inferences and Interpretation: Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).	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]").
RL	3.2.d	Inferences and Interpretation: Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).	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]").
RL	3.2.e	*Participate in creative response to text (e.g., art, drama, and oral presentation).			
RL	3.3.a	Summary and Generalization: Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.	RI	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.
RL	3.3.b	Make generalizations with information gleaned from text.			
RL	3.3.c	Summary and Generalization: Support ideas and arguments by reference to relevant aspects of text and issues across texts.	RL	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).
RL	3.3.d	Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.			
RL	3.4.a	Analysis and Evaluation: Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.			
RL	3.4.b	Analysis and Evaluation: Identify the main problem or conflict of the plot and explain how it is resolved.			

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RL	3.4.c	Analysis and Evaluation: Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	RI	5	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).
RL	3.4.c	Analysis and Evaluation: Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	RL	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).
RL	3.4.d	Analysis and Evaluation: Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.	RI	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.
RL	3.4.e	Analysis and Evaluation: Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).			
RL	3.4.f	Analysis and Evaluation: Distinguish among facts/inferences supported by evidence and opinions in text.	RI	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.
RL	3.5.a	*Monitoring and Correction Strategies: Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).			
RL	3.5.b	*Monitoring and Correction Strategies: Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.			
RL	3.5.c	*Monitoring and Correction Strategies: Monitor and adjust reading rate according to the purpose of reading and the difficulty of the text.			
RL	4	Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.			

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RL	4.1.a	Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).	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.
RL	4.1.a	Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).	RI	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.
RL	4.1.b	Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Read and construct meaning from a variety of genres.	RL	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.
RL	4.1.b	Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Read and construct meaning from a variety of genres.	RL	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.
RL	4.1.b	Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Read and construct meaning from a variety of genres.	RL	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.
RL	4.1.b	Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Read and construct meaning from a variety of genres.	RI	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.

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RL	4.1.c	Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).	RL	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.
RL	4.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).			
RL	4.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.	RL	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.
RL	4.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify the author's purpose (persuade, inform, or entertain).			
RL	4.2.d	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.	RL	6	Craft and Structure: Describe how a narrator's or speaker's point of view influences how events are described.

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RL	4.3.a	Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work: Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	4.3.b	Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work: Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.	RL	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.
RL	4.3.b	Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work: Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	4.3.b	Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work: Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.	L	5.b	Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.
RL	4.3.c	Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work: Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism. <ul style="list-style-type: none"> ▪ Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. ▪ Imagery: the use of language to create vivid pictures in the reader's mind. ▪ Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money. 	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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RL	4.3.c	Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work: Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism. <ul style="list-style-type: none"> ▪ Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. ▪ Imagery: the use of language to create vivid pictures in the reader's mind. ▪ Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money. 	L	5.a	Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.
RL	4.3.d	Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work: Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	4.4	*Literary Works - Read and respond to historically and culturally significant works of literature.			
RL	5	Standard 5: Research and Information: The student will conduct research and organize information.	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.
RL	5.1.a	Accessing Information - Select the best source for a given purpose: Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, electronic card catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.	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.

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RL	5.1.a	Accessing Information - Select the best source for a given purpose: Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, electronic card catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.	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.
RL	5.1.b	Accessing Information - Select the best source for a given purpose: Identify and credit the sources used to gain information.	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.
RL	5.1.b	Accessing Information - Select the best source for a given purpose: Identify and credit the sources used to gain information.	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.
RL	5.1.b	Accessing Information - Select the best source for a given purpose: Identify and credit the sources used to gain information.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL	5.1.c	Accessing Information - Select the best source for a given purpose: Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).	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.
RL	5.1.c	Accessing Information - Select the best source for a given purpose: Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).	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.
RL	5.1.c	Accessing Information - Select the best source for a given purpose: Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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RL	5.1.d	Accessing Information - Select the best source for a given purpose: Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.	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.
RL	5.1.e	Accessing Information - Select the best source for a given purpose: Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	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.
RL	5.1.e	Accessing Information - Select the best source for a given purpose: Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	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.
RL	5.1.e	Accessing Information - Select the best source for a given purpose: Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL	5.1.f	Accessing Information - Select the best source for a given purpose: Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open-ended.	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.
RL	5.2.a	Interpreting Information - Analyze and evaluate information from a variety of sources: Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).	W	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.
RL	5.2.a	Interpreting Information - Analyze and evaluate information from a variety of sources: Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).	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.

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RL	5.2.b	Interpreting Information - Analyze and evaluate information from a variety of sources: Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	RI	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).
RL	5.2.b	Interpreting Information - Analyze and evaluate information from a variety of sources: Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	RI	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.
RL	5.2.b	Interpreting Information - Analyze and evaluate information from a variety of sources: Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	RI	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.
RL	5.2.b	Interpreting Information - Analyze and evaluate information from a variety of sources: Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	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.
RL	5.2.b	Interpreting Information - Analyze and evaluate information from a variety of sources: Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	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.

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RL	5.2.b	Interpreting Information - Analyze and evaluate information from a variety of sources: Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL	5.2.c	Interpreting Information - Analyze and evaluate information from a variety of sources: Develop notes that include important information on a selected topic.	RI	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.
RL	5.2.c	Interpreting Information - Analyze and evaluate information from a variety of sources: Develop notes that include important information on a selected topic.	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.
RL	5.2.c	Interpreting Information - Analyze and evaluate information from a variety of sources: Develop notes that include important information on a selected topic.	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.
RL	5.2.d	Interpreting Information - Analyze and evaluate information from a variety of sources: Summarize information from multiple sources into a written report or summary.	RI	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.
RL	5.2.d	Interpreting Information - Analyze and evaluate information from a variety of sources: Summarize information from multiple sources into a written report or summary.	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.
RL	5.2.e	Interpreting Information - Analyze and evaluate information from a variety of sources: Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.	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.

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			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.
			SL	1.d	Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
W	Main	Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.	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.
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	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.
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	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.)
W	1	Standard 1: Writing process. The student will use the writing process to write coherently.	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.
W	1.1	Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.	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.)

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W	1.1	Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.	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.
W	1.2	Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).	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.
W	1.2	Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).	W	2.e	Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.
W	1.2	Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).	W	3.e	Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.
W	1.2	Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).	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.)
W	1.3	Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.	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.
W	1.3	Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.	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.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.3	Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.	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.)
W	1.4.a	Select a focus and an organizational structure based upon purpose/mode, audience, and required format: Write one or more drafts by categorizing ideas and organizing them into paragraphs.	W	1.b	Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.
W	1.4.a	Select a focus and an organizational structure based upon purpose/mode, audience, and required format: Write one or more drafts by categorizing ideas and organizing them into paragraphs.	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.
W	1.4.a	Select a focus and an organizational structure based upon purpose/mode, audience, and required format: Write one or more drafts by categorizing ideas and organizing them into paragraphs.	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.)
W	1.4.b	Select a focus and an organizational structure based upon purpose/mode, audience, and required format: Blend paragraphs with effective transitions into longer compositions.	W	1.c	Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W	1.4.b	Select a focus and an organizational structure based upon purpose/mode, audience, and required format: Blend paragraphs with effective transitions into longer compositions.	W	3.c	Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W	1.4.b	Select a focus and an organizational structure based upon purpose/mode, audience, and required format: Blend paragraphs with effective transitions into longer compositions.	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.)

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W	1.5	Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.	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.)
W	1.5	Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.	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.)
W	1.6	Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.	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.)
W	1.6	Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.	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.)
W	1.6	Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.	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.
W	1.7	Publish and present writing to peers and adults.	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.)

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W	1.7	Publish and present writing to peers and adults.	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.)
W	2	Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.			
W	2.1	Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.	W	1	Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W	2.1	Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.	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.
W	2.1	Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.	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.
W	2.2	Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.	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.
W	2.2	Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.	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.
W	2.2	Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.	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.

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W	2.2	Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.	W	3.d	Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.
W	2.3	With creative narratives and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).	W	3.d	Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.
W	2.3	With creative narratives and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).	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.
W	2.4	Write personal, persuasive, formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.	W		
W	2.5.a	Write expository (informational) pieces with multiple paragraphs that: provide an introductory paragraph.	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.
W	2.5.a	Write expository (informational) pieces with multiple paragraphs that: provide an introductory paragraph.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.a	Write expository (informational) pieces with multiple paragraphs that: provide an introductory paragraph.	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.
W	2.5.b	Write expository (informational) pieces with multiple paragraphs that: establish and support a central theme or idea with a thesis statement.	W	1	Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W	2.5.b	Write expository (informational) pieces with multiple paragraphs that: establish and support a central theme or idea with a thesis statement.	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.

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W	2.5.b	Write expository (informational) pieces with multiple paragraphs that: establish and support a central theme or idea with a thesis statement.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.b	Write expository (informational) pieces with multiple paragraphs that: establish and support a central theme or idea with a thesis statement.	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.
W	2.5.b	Write expository (informational) pieces with multiple paragraphs that: establish and support a central theme or idea with a thesis statement.	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.
W	2.5.c	Write expository (informational) pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations.	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.
W	2.5.c	Write expository (informational) pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations.	W	1.b	Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.
W	2.5.c	Write expository (informational) pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.c	Write expository (informational) pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations.	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.
W	2.5.c	Write expository (informational) pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations.	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.

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W	2.5.d	Write expository (informational) pieces with multiple paragraphs that: present important ideas and events in sequence or in chronological order.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.d	Write expository (informational) pieces with multiple paragraphs that: present important ideas and events in sequence or in chronological order.	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.
W	2.5.e	Write expository (informational) pieces with multiple paragraphs that: provide details and transitions to link paragraphs.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.e	Write expository (informational) pieces with multiple paragraphs that: provide details and transitions to link paragraphs.	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.
W	2.5.f	Write expository (informational) pieces with multiple paragraphs that: conclude with a paragraph that summarizes the points.	W	1.d	Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.
W	2.5.f	Write expository (informational) pieces with multiple paragraphs that: conclude with a paragraph that summarizes the points.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.g	Write expository (informational) pieces with multiple paragraphs that: use correct indentation at the beginning of paragraphs.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.g	Write expository (informational) pieces with multiple paragraphs that: use correct indentation at the beginning of paragraphs.	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.
W	2.5.h	Write expository (informational) pieces with multiple paragraphs that: use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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W	2.5.h	Write expository (informational) pieces with multiple paragraphs that: use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.	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.
W	2.6.a	Write research reports about important ideas, issues, or events that: frame questions about an idea or issue to direct the investigation.			
W	2.6.b	Write research reports about important ideas, issues, or events that: a main idea or topic.			
W	2.6.c	Write research reports about important ideas, issues, or events that: develop the topic with simple facts, details, examples, and explanations to support the main idea.			
W	2.6.d	Write research reports about important ideas, issues, or events that: use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W	2.7.a	Write responses to literature that: demonstrate an understanding of a designated literary work.			
W	2.7.b	Write responses to literature that: support judgments by referring and connecting to prior knowledge.			
W	2.7.c	Write responses to literature that: develop interpretations and evaluations that exhibit careful reading and understanding.			
W	2.8.a	Write persuasive compositions or letters that: state a clear position in support of a proposal.			
W	2.8.b	Write persuasive compositions or letters that: support a position with relevant evidence and effective emotional appeals in order to persuade.			
W	2.8.c	Write persuasive compositions or letters that: organize supporting statements from the most appealing to the least powerful.			

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W	2.8.d	Write persuasive compositions or letters that: include and address reader/audience concerns.	W	1	Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
W	3	Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.a	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Singular and plural forms of nouns and pronouns	L	1.a	Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
W	3.1.a	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Singular and plural forms of nouns and pronouns	L	1.e	Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor).
W	3.1.b	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Nominative (subjective), objective, reflexive, and possessive pronouns			
W	3.1.c	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Relative, interrogative, and intensive pronouns			
W	3.1.d	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Subject, indirect, direct object, and object of prepositions	L	1.a	Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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W	3.1.e	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Transitive and intransitive verbs			
W	3.1.f	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Present, past, future, and present perfect verbs tense	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.
W	3.1.f	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Present, past, future, and present perfect verbs tense	L	1.c	Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.
W	3.1.g	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Positive, comparative, and superlative adjectives			
W	3.1.h	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Time, place, manner, and degree of adverbs			
W	3.1.i	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Comparative forms of adverbs			
W	3.1.j	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Present, past, future, and present perfect verbs tense			
W	3.1.k	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Restrictive (essential) and nonrestrictive (nonessential) clauses and phrases	W	1.c	Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

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W	3.1.k	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Restrictive (essential) and nonrestrictive (nonessential) clauses and phrases	W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
W	3.1.k	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Restrictive (essential) and nonrestrictive (nonessential) clauses and phrases	W	3.c	Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W	3.1.l	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Subordinate adverb, adjective, and noun clauses			
W	3.1.m	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Pronoun antecedents and reference			
W	3.1.n	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Coordinating, correlating, and subordinating conjunctions	L	1.a	Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
W	3.1.n	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing: Coordinating, correlating, and subordinating conjunctions	L	1.e	Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor).
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, state colleges universities, languages, races, nationalities, and religions.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly proper adjectives.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.c	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly conventions of letter writing.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.d	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Indent beginning lines of paragraphs.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Parentheses	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Quotation marks	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Terminal punctuation (period, exclamation point, or question mark)	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Punctuation after initials	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Apostrophes in contractions and possessives	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.f	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Conventions of letter writing	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.3.g	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Colons, semi-colons, and commas	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.g	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Colons, semi-colons, and commas	L	2.a	Conventions of Standard English: Use punctuation to separate items in a series.*
W	3.3.g	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Colons, semi-colons, and commas	L	2.b	Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.
W	3.3.g	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Colons, semi-colons, and commas	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?).
W	3.3.h	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Hyphens and dashes	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.4.a	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, exclamatory, and interrogative sentences: Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.	L	3.a	Knowledge of Language: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
W	3.4.b	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, exclamatory, and interrogative sentences: Create sentences with an understood subject.			

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W	3.4.c	Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, exclamatory, and interrogative sentences: Correct sentence fragments and run-ons.			
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell previously misspelled words correctly in final writing products.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell previously misspelled words correctly in final writing products.	L	2.e	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).	L	2.e	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
W	3.5.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.5.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)	L	2.e	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
W	3.5.d	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.	L	2.e	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
W	3.6	Handwriting: Students are expected to demonstrate appropriate, legible handwriting in the writing process.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
OLLS	Main	Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.	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.)
OLLS	1	*Standard 1: Listening: The student will listen for information and for pleasure.	SL	1.d	Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
OLLS	1	*Standard 1: Listening: The student will listen for information and for pleasure.	SL	3	Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
OLLS	1.1	Interpret a speaker's verbal and nonverbal message, purpose, and perspective.	SL	1.d	Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	1.1	Interpret a speaker's verbal and nonverbal message, purpose, and perspective.	SL	3	Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
OLLS	1.2	Listen critically and respond appropriately to oral communication to seek information not already discussed.	SL	1.d	Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
OLLS	1.2	Listen critically and respond appropriately to oral communication to seek information not already discussed.	SL	3	Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
OLLS	1.2	Listen critically and respond appropriately to oral communication to seek information not already discussed.	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.)
OLLS	2	*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	RI	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.
OLLS	2	*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	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.
OLLS	2	*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	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.
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).	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.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).	SL	1.b	Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).	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.
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).	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.)
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OLLS	2.2	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.	RI	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.
OLLS	2.2	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.	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.
OLLS	2.2	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.	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.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.2	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.	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.
OLLS	2.3	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	RI	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.
OLLS	2.3	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	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.
OLLS	2.3	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	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.
OLLS	2.3	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	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.
OLLS	2.3	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	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.)
OLLS	2.4	Engage the audience with appropriate words, phrasing, facial expressions, and gestures.	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.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.4	Engage the audience with appropriate words, phrasing, facial expressions, and gestures.	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.)
OLLS	2.5	Deliver narrative (story) presentations that establish a situation, develop a plot, point of view, and setting with descriptive words and phrases.	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.
OLLS	2.6	Deliver informative presentations about an important topic, issue, or event that frames a question to guide the investigation, establishes a central idea or topic, and develops that topic appropriately.	SL	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.
OLLS	2.6	Deliver informative presentations about an important topic, issue, or event that frames a question to guide the investigation, establishes a central idea or topic, and develops that topic appropriately.	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.
OLLS	2.6	Deliver informative presentations about an important topic, issue, or event that frames a question to guide the investigation, establishes a central idea or topic, and develops that topic appropriately.	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.
OLLS	2.7	Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions.	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.
OLLS	2.7	Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions.	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.

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OLLS	3	Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.			
OLLS	3.1	Show respect and consideration for others in verbal and physical communication.	SL	1.b	Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.
OLLS	3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.	RI	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.
OLLS	3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.	SL	2	Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
OLLS	3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.	SL	3	Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
			L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
V	Main	Visual Literacy: The student will interpret, evaluate, and compose visual messages.			
V	1	Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.			
V	1.1	Distinguish fact, opinion, and fiction in print and nonprint media.	SL	2	Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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V	1.2	Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation.	RL	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).
V	1.2	Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation.	SL	2	Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
V	2	Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print media.			
V	2.1	Interpret and evaluate the various ways visual image-maker, such as graphic artists, illustrators, and news photographers represent meaning.			
V	2.2	Compare and contrast print, visual, and electronic media, such as film, with a written story.			
V	2.3	Listen to, view, or read literature which tell of characters in American and other cultures.			
V	2.4	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.			
V	3	*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea and produce communications using appropriate technology or media (developing a class newspaper, videos, or multimedia projects).			