



CA State Standards → Common Core "Springboard" Document
5th Grade ELA

Purpose: The next couple of years will pose a difficult challenge to California educators, in that we are accountable to teach the CA state standards, while at the same time initiate the transition into the newly adopted Common Core standards. CA students are still taking the California Standards Test (CST), and won't be assessed on the Common Core standards until 2014. But we must begin the transition NOW so that our students will be ready for the new standards and assessments when they do arrive. The following document was created to assist classroom teachers and administrators as they endeavor to transition from teaching the CA state standards into teaching the Common Core standards. This document will allow you to easily identify which Common Core standard(s) correlate with the CA State Standard(s) that you are already teaching. Be sure to notice that some correlations are direct, while others are not quite so. In some cases, the CA State Standard will need to be modified to a certain extent in order to fully teach the Common Core correlating standard. Educators will notice that California's rigorous state standards transition well into the Common Core Standards. Most of the skills in the Common Core are already being addressed to a great extent by the California state standards. The caveat, however, is that Common Core standards require students to have a greater depth of knowledge than the CA standards. In many cases, CA educators will benefit from utilizing standards from various grade levels in order to fully teach the Common Core standards.

How to read the standards:

CA State Standards	Common Core Standards
RW = Word Analysis RC = Reading Comprehension RL = Literary Response and Analysis WC = Written Conventions WS = Writing Strategies WA = Writing Applications * A number in front of the standard indicates the grade level (i.e., 5RW = 5 th grade Word Analysis & 3RC = 3 rd Grade Reading Comprehension)	CCR = College & Career Readiness Anchor Standard RL = Reading Literature RI = Reading Informational Materials RF = Reading Foundational Skills W = Writing SL = Speaking and Listening L = Language



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Word Analysis		
2	5RW1.2: use word origins to determine the meaning of unknown words	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
1	5RW1.3 understand and explain frequently used synonyms, antonyms and homographs	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
2	5RW1.4: Know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	5RW1.5 understand and explain the figurative and metaphorical use of words in context	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.



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Reading Comprehension		
	5RC2.1 understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
4	5RC2.2 analyze text that is organized in sequential or chronological order	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5	5RC2.3 discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
6	5RC2.4 draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
	5RC2.5 distinguish facts, supported inferences, and opinions in text	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.



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Literary Response and Analysis		
	5RL3.1 identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	5RL3.2 identify the main problem or conflict of the plot and how it is resolved	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	5RL3.3 contrast the actions, motives (loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	5RL3.4 understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	5RL3.5 describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	5RL3.6 evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	5RL3.7 evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.



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Written and Oral English Language Conventions		
7	5WC1.1 identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).
8	5WC1.2 identify and correctly use verbs that are often misused (e.g., <i>lie/lay</i> , <i>sit/set</i> , <i>rise/raise</i>), modifiers, and pronouns	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense
9	5WC1.3 use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works.
10	5WC1.4 use correct capitalization	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
11	5WC1.5 spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.



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Writing Strategies		
	<p>5WS1.1 create multiple-paragraph narrative compositions</p> <ol style="list-style-type: none"> 1) establish and develop a situation or plot 2) describe the setting 3) present an ending 	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
12	<p>5WS1.2 create multiple-paragraph expository compositions</p> <ol style="list-style-type: none"> 1) establish a topic, important ideas, or events in sequence or chronological order 2) provide details and transitional expressions that link one paragraph to another in a clear line of thought 3) offer a concluding paragraph that summarizes important ideas and details 	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.



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	5WS1.3 use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	L.5.4 c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	5WS1.4 create simple documents by using electronic media and employing organization features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	5WS1.5 use a thesaurus to identify alternative word choices and meanings	L.5.4 c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
13	5WS1.6 edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



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Writing Applications		
	<p>2.1 Write narratives:</p> <p>a. Establish a plot, point of view, setting, and conflict.</p> <p>b. Show, rather than tell, the events of the story.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
	<p>2.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of a literary work.</p> <p>b. Support judgments through references to the text and to prior knowledge.</p> <p>c. Develop interpretations that exhibit careful reading and understanding.</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <p>a. Frame questions that direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations.</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>



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	2.4 Write persuasive letters or compositions: <ol style="list-style-type: none"> a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns. 	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.