

**Alignment of  
Grade 5  
Common Core State Standards  
for Language Arts  
to  
Fatima The Spinner & the Tent**

	Making Predictions	Developing Reading & Speaking Vocab	Creating a Book	Drawing Parts of the Story (Visualization)	Using Words & Phrases (Charades)	Developing Comprehension (Inferences)	Story Scramble (Sequencing)	Compare & Contrast	Dialogue Writing: "Building Blocks of Life"	Retelling with Puppets	Developing Reflection & Analogical Thinking	Fun with Spinning & Weaving	Parts & Whole	Writing & Retelling with Poetry	Thoughtshots (Descriptive Writing)	Prepared Reader's Theater	Props for Reader's Theater	Follow-Up & Home/School Connection
<b>Reading Standards for Literature</b>																		
<b>Key Ideas and Details</b>																		
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X					X					X		X					X
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.	X			X		X	X	X			X			X				X
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).								X	X		X							X
<b>Craft and Structure</b>																		
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	X	X			X		X				X		X			X		X
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.														X		X		X
6. Describe how a narrator's or speaker's point of view influences how events are described.															X			X
<b>Integration of Knowledge and Ideas</b>																		
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).	X			X		X					X				X		X	X
8. (Not applicable to literature)																		
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	X							X										X
<b>Range of Reading and Level of Text Complexity</b>																		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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<b>Reading Standards for Informational Text</b>																		
<b>Key Ideas and Details</b>																		
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X					X					X		X					X
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.						X		X			X		X					X
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.								X			X							X
<b>Craft and Structure</b>																		
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> .	X	X			X	X				X	X		X			X		X
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.								X					X					X
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.											X							X
<b>Integration of Knowledge and Ideas</b>																		
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.													X					X
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).																		
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably																		
<b>Range of Reading and Level of Text Complexity</b>																		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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<b>Reading Standards: Foundational Skills</b>																		
<b>Phonics and Word Recognition</b>																		
3. Know and apply grade-level phonics and word analysis skills in decoding words.	X			X		X	X	X		X			X	X	X			X
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	X			X		X	X	X		X			X	X	X			X
<b>Fluency</b>																		
4. Read with sufficient accuracy and fluency to support comprehension.								X		X			X	X	X			X
a. Read on-level text with purpose and understanding.								X		X			X	X	X			X
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.								X		X			X	X	X			X
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.								X		X			X	X	X			X

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<b>Writing Standards</b>																		
<b>Text Types and Purposes</b>																		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.									X						X			
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.									X									
b. Provide logically ordered reasons that are supported by facts and details.									X									
c. Link opinion and reasons using words and phrases (e.g., <i>consequently, specifically</i> ).									X									
d. Provide a concluding statement or section related to the opinion presented.									X									
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.									X									
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.									X									
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.									X									
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).									X									
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.									X									
e. Provide a concluding statement or section related to the information or explanation presented.									X									
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.									X					X	X			X
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.									X					X	X			X
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.									X					X	X			X
c. Use a variety of transitional words and phrases to manage the sequence of events.									X					X	X			X
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.									X					X	X			X
e. Provide a conclusion that follows from the narrated experiences or events.									X					X	X			X

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<b>Writing Standards</b>																		
<b>Production and Distribution of Writing</b>																		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)								X	X					X	X			X
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)									X					X	X			X
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 one page in a single sitting.									X					X	X			X
<b>Research to Build and Present Knowledge</b>																		
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.								X	X			X	X				X	X
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.								X	X			X	X	X	X		X	X
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.						X		X	X		X		X	X	X		X	X
a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).						X		X	X		X		X	X	X			X
b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).						X			X		X		X				X	X
<b>Range of Writing</b>																		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		X						X	X		X		X	X	X			X

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<b>Speaking and Listening Standards</b>																		
<b>Comprehension and Collaboration</b>																		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	X			X	X	X		X	X		X		X		X			X
b. Follow agreed-upon rules for discussions and carry out assigned roles.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	X					X		X	X		X		X		X			X
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	X					X		X	X		X		X		X			X
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X			X		X				X								X
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.									X									X
<b>Presentation of Knowledge and Ideas</b>																		
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				X			X	X	X		X		X	X	X			X
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				X			X			X		X				X	X	X
6. 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 for specific expectations.)	X	X		X	X	X	X	X	X	X	X		X	X		X		X

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<b>Language Standards</b>																		
<b>Conventions of Standard English</b>																		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X			X	X	X	X	X		X		X	X	X	X			X
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.																		
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.	X			X	X		X	X		X			X	X	X			X
c. Use verb tense to convey various times, sequences, states, and conditions.	X			X	X	X	X	X		X		X	X	X	X			X
d. Recognize and correct inappropriate shifts in verb tense.*								X					X	X				X
e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).							X	X		X			X	X				X
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								X					X	X				X
a. Use punctuation to separate items in a series.*								X					X	X				X
b. Use a comma to separate an introductory element from the rest of the sentence.								X					X	X				X
c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).								X					X	X				X
d. Use underlining, quotation marks, or italics to indicate titles of works.													X	X				X
e. Spell grade-appropriate words correctly, consulting references as needed.								X					X	X				X

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<b>Language Standards</b>																		
<b>Knowledge of Language</b>																		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X			X	X	X		X	X	X	X		X	X	X	X		X
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.									X				X	X	X			X
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	X			X				X	X					X	X			X
<b>Vocabulary Acquisition and Use</b>																		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	X	X			X	X		X	X	X	X	X	X	X	X	X		X
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	X	X			X	X		X	X	X	X	X	X	X	X	X		X
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).		X																X
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.		X																X
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X			X	X		X	X	X	X		X	X	X	X		X
a. Interpret figurative language, including similes and metaphors, in context.	X				X					X			X	X				X
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	X				X					X				X				X
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	X	X			X			X		X			X	X				X
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	X	X			X	X		X	X	X	X		X	X	X	X		X