

**Common Core**

**Lesson Tracker**

**English Language Arts**

**Grade 5**

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| **Common Core Lesson Tracker for Grade 5 English Language Arts****Reading: Literature**  |
| **Key Ideas and Details** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RL.5.2](http://www.corestandards.org/ELA-Literacy/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |  |  |  |  |  |
| **Craft and Structure** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.RL.5.4](http://www.corestandards.org/ELA-Literacy/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RL.5.5](http://www.corestandards.org/ELA-Literacy/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator’s or speaker’s point of view influences how events are described. |  |  |  |  |  |
| **Integration of Knowledge and Ideas Reading Literature** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.RL.5.7](http://www.corestandards.org/ELA-Literacy/RL/5/7/) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |  |  |  |  |  |
| (RL.5.8 not applicable to literature) |  |  |  |  |  |
| [CCSS.ELA-Literacy.RL.5.9](http://www.corestandards.org/ELA-Literacy/RL/5/9/) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** |
| **CCSS** | **Checkpoint** | **Checkpoint** | **Checkpoint** | **Checkpoint** | **Outcome** |
| [CCSS.ELA-Literacy.RL.5.10](http://www.corestandards.org/ELA-Literacy/RL/5/10/) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. |  |  |  |  |  |

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| **Common Core Lesson Tracker for Grade 5 English Language Arts****Reading: Informational Text** |
| **Key Ideas and Details** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |  |  |  |  |  |
| **Craft and Structure** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RI.5.5](http://www.corestandards.org/ELA-Literacy/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |  |  |  |  |  |
| **Integration of Knowledge and Ideas Informational Text** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.RI.5.7](http://www.corestandards.org/ELA-Literacy/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RI.5.8](http://www.corestandards.org/ELA-Literacy/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). |  |  |  |  |  |
| [CCSS.ELA-Literacy.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** |
| **CCSS** | **Checkpoint** | **Checkpoint** | **Checkpoint** | **Checkpoint** | **Outcome** |
| [CCSS.ELA-Literacy.RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |  |  |  |  |  |

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| **Grade 5 English Language Arts****Foundational Skills** |
| **Phonics and Word Recognition** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.RF.5.3**](http://www.corestandards.org/ELA-Literacy/RF/5/3/) **Know and apply grade-level phonics and word analysis skills in decoding words.** |
| [CCSS.ELA-Literacy.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |  |  |  |  |  |
| **Fluency** |
| [**CCSS.ELA-Literacy.RF.5.4**](http://www.corestandards.org/ELA-Literacy/RF/5/4/) **Read with sufficient accuracy and fluency to support comprehension.** |
| [CCSS.ELA-Literacy.RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/) Read grade-level text with purpose and understanding. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |  |  |  |  |  |
| [CCSS.ELA-Literacy.RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |  |

| **Common Core Lesson Tracker for Grade 5 English Language Arts****WRITING** |
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| **Text Types and Purposes** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.W.5.1**](http://www.corestandards.org/ELA-Literacy/W/5/1/) **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** |
| [CCSS.ELA-Literacy.W.5.1a](http://www.corestandards.org/ELA-Literacy/W/5/1/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.1b](http://www.corestandards.org/ELA-Literacy/W/5/1/b/) Provide logically ordered reasons that are supported by facts and details. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.1c](http://www.corestandards.org/ELA-Literacy/W/5/1/c/) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.1d](http://www.corestandards.org/ELA-Literacy/W/5/1/d/) Provide a concluding statement or section related to the opinion presented. |  |  |  |  |  |
| [**CCSS.ELA-Literacy.W.5.2**](http://www.corestandards.org/ELA-Literacy/W/5/2/) **Write informative/explanatory texts to examine a topic and convey ideas and information clearly..** |
| [CCSS.ELA-Literacy.W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/2/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.2b](http://www.corestandards.org/ELA-Literacy/W/5/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.2c](http://www.corestandards.org/ELA-Literacy/W/5/2/c/) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*). |  |  |  |  |  |
| **Writing** |
| **Text Types and Purposes (cont.)** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.W.5.2d](http://www.corestandards.org/ELA-Literacy/W/5/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.2e](http://www.corestandards.org/ELA-Literacy/W/5/2/e/) Provide a concluding statement or section related to the information or explanation presented. |  |  |  |  |  |
| [**CCSS.ELA-Literacy.W.5.3**](http://www.corestandards.org/ELA-Literacy/W/5/3/) **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** |
| [CCSS.ELA-Literacy.W.5.3a](http://www.corestandards.org/ELA-Literacy/W/5/3/a/) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.3b](http://www.corestandards.org/ELA-Literacy/W/5/3/b/) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.3c](http://www.corestandards.org/ELA-Literacy/W/5/3/c/) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.3d](http://www.corestandards.org/ELA-Literacy/W/5/3/d/) Use concrete words and phrases and sensory details to convey experiences and events precisely. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.3e](http://www.corestandards.org/ELA-Literacy/W/5/3/e/) Provide a conclusion that follows from the narrated experiences or events. |  |  |  |  |  |
| **WRITING** |
| **Production and Distribution of Writing** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/4/) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.5](http://www.corestandards.org/ELA-Literacy/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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](http://www.corestandards.org/ELA-Literacy/L/5).) |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.6](http://www.corestandards.org/ELA-Literacy/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. |  |  |  |  |  |

| **WRITING** |
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| **Research to Build and Present Knowledge WRITING** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
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| [CCSS.ELA-Literacy.W.5.7](http://www.corestandards.org/ELA-Literacy/W/5/7/) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.9](http://www.corestandards.org/ELA-Literacy/W/5/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.9a](http://www.corestandards.org/ELA-Literacy/W/5/9/a/) 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]”). |  |  |  |  |  |
| [CCSS.ELA-Literacy.W.5.9b](http://www.corestandards.org/ELA-Literacy/W/5/9/b/) 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]”). |  |  |  |  |  |
| **Range of Writing** |
| [CCSS.ELA-Literacy.W.5.10](http://www.corestandards.org/ELA-Literacy/W/5/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |  |  |

| **Common Core Lesson Tracker for Grade 5 English Language Arts****Speaking and Listening** |
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| **Comprehension and Collaboration** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.SL.5.1**](http://www.corestandards.org/ELA-Literacy/SL/5/1/) **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.** |
| [CCSS.ELA-Literacy.SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/1/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.5.1b](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.5.1d](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |  |  |  |  |  |
| [**CCSS.ELA-Literacy.SL.5.2**](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |  |  |
| [**CCSS.ELA-Literacy.SL.5.3**](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |  |  |  |  |  |

| **Speaking and Listening** |
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| **Presentation of Knowledge and Ideas** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.5.5](http://www.corestandards.org/ELA-Literacy/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. |  |  |  |  |  |
| [CCSS.ELA-Literacy.SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/) 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 [here](http://www.corestandards.org/ELA-Literacy/L/5) for specific expectations.)  |  |  |  |  |  |

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| **Common Core Lesson Tracker for Grade 5 English Language Arts****Language** |
| **Conventions of Standard English** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.L.5.1**](http://www.corestandards.org/ELA-Literacy/L/5/1/) **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |
| [CCSS.ELA-Literacy.L.5.1a](http://www.corestandards.org/ELA-Literacy/L/5/1/a/) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.1b](http://www.corestandards.org/ELA-Literacy/L/5/1/b/) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.1c](http://www.corestandards.org/ELA-Literacy/L/5/1/c/) Use verb tense to convey various times, sequences, states, and conditions. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.1d](http://www.corestandards.org/ELA-Literacy/L/5/1/d/) Recognize and correct inappropriate shifts in verb tense.\* |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.1e](http://www.corestandards.org/ELA-Literacy/L/5/1/e/) Use correlative conjunctions (e.g., either/or, neither/nor). |  |  |  |  |  |

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| **Common Core Lesson Tracker for Grade 5 English Language Arts****Language** |
| **Conventions of Standard English (CONT.)** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.L.5.2**](http://www.corestandards.org/ELA-Literacy/L/5/2/) **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
| [CCSS.ELA-Literacy.L.5.2a](http://www.corestandards.org/ELA-Literacy/L/5/2/a/) Use punctuation to separate items in a series.\* |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.2b](http://www.corestandards.org/ELA-Literacy/L/5/2/b/) Use a comma to separate an introductory element from the rest of the sentence. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.2c](http://www.corestandards.org/ELA-Literacy/L/5/2/c/) 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?). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.2d](http://www.corestandards.org/ELA-Literacy/L/5/2/d/) Use underlining, quotation marks, or italics to indicate titles of works. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.2e](http://www.corestandards.org/ELA-Literacy/L/5/2/e/) Spell grade-appropriate words correctly, consulting references as needed. |  |  |  |  |  |

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| **Common Core Lesson Tracker for Grade 5 English Language Arts****Language** |
| **Knowledge of Language** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.L.5.3**](http://www.corestandards.org/ELA-Literacy/L/5/3/) **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |
| [CCSS.ELA-Literacy.L.5.3a](http://www.corestandards.org/ELA-Literacy/L/5/3/a/) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.3b](http://www.corestandards.org/ELA-Literacy/L/5/3/b/) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |  |  |  |  |  |

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| **Common Core Lesson Tracker for Grade 5 English Language Arts****Language** |
| **Vocabulary Acquisition and Use** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [**CCSS.ELA-Literacy.L.5.4**](http://www.corestandards.org/ELA-Literacy/L/5/4/) **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.** |
| [CCSS.ELA-Literacy.L.5.4a](http://www.corestandards.org/ELA-Literacy/L/5/4/a/) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.4b](http://www.corestandards.org/ELA-Literacy/L/5/4/b/) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.4c](http://www.corestandards.org/ELA-Literacy/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. |  |  |  |  |  |
| [**CCSS.ELA-Literacy.L.5.5**](http://www.corestandards.org/ELA-Literacy/L/5/5/) **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |
| [CCSS.ELA-Literacy.L.5.5a](http://www.corestandards.org/ELA-Literacy/L/5/5/a/) Interpret figurative language, including similes and metaphors, in context. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.5b](http://www.corestandards.org/ELA-Literacy/L/5/5/b/) Recognize and explain the meaning of common idioms, adages, and proverbs. |  |  |  |  |  |
| [CCSS.ELA-Literacy.L.5.5c](http://www.corestandards.org/ELA-Literacy/L/5/5/c/) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |  |  |  |  |  |
| **Common Core Lesson Tracker for Grade 5 English Language Arts****Language** |
| **Vocabulary Acquisition and Use (cont.)** |
| **CCSS** | **Introduced** | **Practiced** | **Practiced** | **Assessed** | **Outcome** |
| [CCSS.ELA-Literacy.L.5.6](http://www.corestandards.org/ELA-Literacy/L/5/6/) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |  |  |  |  |  |