Fifth Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

Abbreviations Used

UC **Utah Core**

    Std   **Standard**
    Obj   **Objective**
    Ind   **Indicator**

    Example
    562a = 5th Grade, Standard 6, Objective 2, Indicator a = Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).

CC **Common Core**

    RL   **Reading Standards for Literature**
    RI   **Reading Standards for Informational Text**
    RF   **Reading Standards: Foundational Skills**
    W   **Writing Standards**
    SL   **Speaking and Listening**
    L   **Language Standards**

    RH   **Reading Standards for Literacy in History/Social Studies 6-12**
    RST   **Reading Standards for Literacy in Science and Technical Subjects 6-12**
    WHST **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

    Example
    3W3c = Third Grade, Writing Strand, Standard 3, c = Use temporal words and phrases to signal event order.

Utah Core		Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Std 1	**Oral Language**						
Obj 1	Develop Language through listening and speaking.						
	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).					X	
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate, formulate an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective).	5SL3 5SL1c		X X			Utah core is most specific
	c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	2RF4b 5RF4				X	Only reading not oral
	d. Speak using complex sentences with appropriate subject-verb agreement, correct verb tense, and syntax.	5SL6 5L1a,b,c,d,e		X		X	
Obj 2	Develop language through viewing media and presenting.						
	a. Identify specific purpose(s) for viewing media (i.e., identify main idea and details, gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias).	5SL5 5SL2			X X		Utah core focuses on purpose and the Common Core focuses on usage
	b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).	5SL5	X				Utah Core is more specific with examples.
Std 2	**Concepts of Print**						
Obj 1	Demonstrate an understanding that print carries "the" message.					X	This is embedded in the common core
Obj 2	Demonstrate knowledge of elements of print within a text.	5RF1				X	Not included in all

Std 3	Standard 3 Phonological and Phonemic Awareness							
Obj 1	Demonstrate phonological awareness.	5RF2					X	Included in the lower grades
Obj 2	Recognize like and unlike word parts (oddity tasks).	5RF2					X	
Obj 3	Orally blend word parts (blending).	5RF2					X	
Obj 4	Orally segment words into word parts (segmenting).	5RF2					X	
Obj 5	Orally manipulate phonemes in words and syllables (manipulation)	5RF2					**X**	
Std 4	Standard 4 Phonics and Spelling							
Obj 1	Demonstrate an understanding of the relationship between letters and sounds.	5RF3a	X					Common Core is more inclusive
Obj 2	Use knowledge of structural analysis to decode words.	5RF3a		X				Decoding is not as explicit as Utah core
Obj 3	Spell words correctly.							
	a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.	5L2e			X			Common Core—more general wording
	b. Spell multisyllable words with roots, prefixes, and suffixes.	5L2e			X			Common Core—more general wording
	c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., language, tongue).	5L2e			X			Common Core—more general wording
	d. Learn the spellings of irregular and difficult words (e.g., hundredths, legislative, digestive).	5L2e			X			Common Core—more general wording
Obj 4	Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).					X		
	a. Use knowledge about spelling to predict the spelling of new words.					X		
	b. Visualize words while writing.					X		
	c. Associate spelling of new words with that of known words and word patterns.					X		
	d. Use spelling generalities to assist spelling of new words.					X		
Std 5	Standard 5 Fluency							
Obj 1	Read aloud grade level text with appropriate speed and accuracy.							
	a. Read aloud grade level text at a rate of approximately 120-150 wpm.	5RF4b	X					
	b. Read aloud grade level text with an accuracy rate of 95-100 meaningful %.	5RF4b	X					
Obj 2	Read aloud grade level text effortlessly with clarity.							
	a. Read aloud grade level text in phrases using intonation, expression, and punctuation cues.	5RF4b		X				
	b. Read aloud with automaticity an increasing number of grade level high-frequency/sight words.	5RF4b		X				

Std 6	**Standard 6 Vocabulary**							
Obj 1	Learn new words through listening and reading widely.							
	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.	5RI4			X			
	b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).	5RI4		X				
Obj 2	Use multiple resources to learn new words by relating them to known words and/or concepts.	5L4				X		
	a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).	5L4 5L4c		X		X		
	b. Determine gradients of meanings between related words and concepts (e.g., ambassador: official, representative).	5L4				X		
Obj 3	Use structural analysis and context clues to determine meanings of words.	5L4				X		
	a. Identify meanings of words using roots and affixes.	5L4 5L4b			X	X		
	b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, and clichés.	5L4 5L4a 5L5a 563b			X X	X		
	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., your, you're), and multiple-meaning words (e.g., beat).	5L4				X		
Std 7	**Standard 7 Comprehension**							
Obj 1	Identify purposes of text.							
	a. Identify purpose for reading.						X	Point of view not purpose
	b. Identify author's purpose.	5RI8				X		Very weak match
Obj 2	Apply strategies to comprehend text.							
	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).						X	Not specific in common core- embedded
	b. Generate questions about text (e.g., factual, inferential, evaluative).						X	Not specific in common core- embedded
	c. Form mental pictures to aid understanding of text.						X	Not specific in common core- embedded
	d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.						X	Not specific in common core- embedded
	e. Make inferences and draw conclusions from text.	5RI1 5RL1				X		Common Core—includes quoting from text

	f. Identify theme/topic/ main idea from text; note details.	5RI2 5RL9		X			Common—two or more main ideas
	g. Summarize important ideas/events; summarize supporting details in sequence.	5RI2 5RL1		X			
	h. Monitor and clarify understanding, applying fix-up strategies while interacting with text.					X	
	i. Compile, organize, and interpret information from text.	5RI9			X		Common—requires integration from several texts
Obj 3	Recognize and use features of narrative and informational text.						
	a. Identify characters, setting, sequence of events, problem/ resolution.	5RL3		X			
	b. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction.	5RL3		X			
	c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, tables of contents, indexes, and glossaries.	5RI10			X		Utah—More specific than Common
	d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).	5RI5		X			Common—requires to compare/contrast 2 or more texts Utah—identify structure within text only
		5RL9			X		
	e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).	5RI3 5RI7		X	X		Common asks to explain relationships and interaction between individuals and events
Std 8	**Standard 8 Writing**						
Obj 1	Prepare to write by gathering and organizing information and ideas (pre-writing).	5W5 5W7 5W8	X				
	a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.	5W5 5W7 5W8 5W10	X				Pre-writing is worded planning in common core
	b. Select and narrow a topic from generated ideas.	5W4			X		Common Core doesn't explicitly address narrowing

	c. Identify audience, purpose, and form for writing.	5W4	X				
	d. Use a variety of graphic organizers to organize information from multiple sources.	5W1a 5W2a 5W3a 5W4		X			Common Core doesn't specifically list graphic organizers just "organizational structures"
Obj 2	Compose a written draft.						
	a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).	5W1a 5W2a,b 5W3 5W3a		X			Common Core states specific topic development ideas based on the type of writing
	b. Use voice to fit the purpose and audience.					X	No match- Voice and 6 Traits terminology is not in Common Core though the essence is
	c. Use strong verbs and precise and vivid language to convey meaning.	5W3d 5W2d		X			Strong verbs isn't in the Common Core
	d. Identify and use effective leads and strong endings.	5W1a,d 5W2a,e 5W3a,e	X				
Obj 3	Revise by elaborating and clarifying a written draft.						
	a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.	5W1b	X				Common Core uses "supporting facts" in writing process **before** revising
	b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).	5W1c 5W2c 5W3c,	X				
	c. Revise writing, considering the suggestions of others.	5W5 5W6	X				
Obj 4	Edit written draft for conventions.						
	a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).	5L2a,b,c,d, 5W5 5L3			X		The Common Core specifically states the conventions to be edited but is done in the language section rather than the writing section.
	b. Edit for spelling of grade level-appropriate words.	5W5 5L2e			X		The Common Core specifically states the conventions to be edited but is done in the language section rather than the writing section.
	c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).	5W5 5L1b,c,d 5L2a,b,c,d			X		The Common Core specifically states the conventions to be edited but is done in the language section rather than the writing section.

	d. Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).	5LIc 5W5 5W2a 5L2d				X		The Common Core specifically states the conventions to be edited but is done in the language section rather than the writing section.
Obj 5	Use fluent and legible handwriting to communicate.						X	
	a. Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.						X	
	b. Increase fluency with cursive handwriting.						X	
	c. Produce legible documents with manuscript or cursive handwriting.						X	
Obj 6	Write in different forms and genres.							
	a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).	5W9a 5W3			X			Common Core is not specific enough in form and genres in the writing section, but is specific enough in the reading section.
	b. Produce traditional and imaginative stories, narrative and formula poetry.	5W9a 5W3			X			Common Core is not specific enough in form and genres in the writing section, but is specific enough in the reading section.
	c. Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/ research reports, content area reports, biographies, historical fiction, summaries).	5W9b 5W7 5W2			X			Common Core is not specific enough in form and genres in the writing section, but is specific enough in the reading section.
	d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).	5W9b 5W1			X			Common Core is not specific enough in form and genres in the writing section, but is specific enough in the reading section.
	e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).	5W9b 5W7 5W2			X			Common Core is not specific enough in form and genres in the writing section, but is specific enough in the reading section.
	f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.	5W2a 5W5 5W6			X			Common Core doesn't encourage oral sharing except in speaking and listening
	g. Publish 6-8 individual products.	5W6	X					

Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Literature K-5							
Key Ideas and Details							
RL1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text						
5RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	572e,g		X			
RL2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
5RL2	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.	572g 572f		X	X		Stops at text, no challenges or reflections • Use complex text—see Common Core appendix • We need more drama resources & a larger list of complex text e.g., stories, poems etc. beyond those listed in Common Core
RL3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
5RL3	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).	573a,b		X			Strong if both are used
Craft and Structure							
RL4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	563b	X				
RL5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
5RL5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.					X	
RL6	Assess how point of view or purpose shapes the content and style of text.						
5RL6	Describe how a narrator's or speaker's point of view influences how events are described.					X	

Integration of Knowledge and Ideas						
RL7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.					
5RL7	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	• Use technology rich curriculum e.g.,UEN, Pioneer Online • Need appropriate technology tools
RL8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					
5RL8	(Not applicable to literature)				NA	
RL9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
5RL9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	572f 573b,d			X	X	Common Core is very basic and identifies theme and topic only. (See 573b to get details)
Range of Reading and Level of Text Complexity						
RL10	Read and comprehend complex literary and informational texts independently and proficiently.					
5RL10	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	• Need a list of more complex texts

Common Core to Utah English Language Arts Core Alignment							FIFTH GRADE

Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Informational Text K-5							
Key Ideas and Details							
RI1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.						
5RI1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	572e			X		Nothing about quoting text in the Utah Core
RI2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
5RI2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	572f 572g		X			Utah—asks for summary in sequence
RI3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
5RI3	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.	573e			X		Utah says "locate information" Utah says nothing about explaining relationships or interactions • Need more scientific and technical text available to teachers • Need technology to access primary and secondary source documents.
Craft and Structure							
RI4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
5RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	561b	X				Utah—Vocabulary • Need a list of grade specific words
RI5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
5RI5	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.	573d			X		Common Core—requires to compare/contrast 2 or more texts Utah—identify structure within a single text

RI6	Assess how point of view or purpose shapes the content and style of text.						
5RI6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.					X	• Access to primary sources

Integration of Knowledge and Ideas

RI7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						
5RI7	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.	573e		X			Common—includes the ability to locate an answer • Technology and websites needed for digital sources
RI8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
5RI8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	571b			X		Weak match—Utah Core doesn't include reasons and evidence
RI9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
5RI9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	572i			X		Utah—does not require integrating information from several texts

Range of Reading and Level of Text Complexity

RI10	Read and comprehend complex literary and informational texts independently and proficiently.						
5RI10	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.	573c			X		Common Core—too general • Need content specific lists of suggested books • Need science, social studies, technical & informational text available

Common Core to Utah English Language Arts Core Alignment		FIFTH GRADE					
Common Core		**Utah Core**					
	Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Foundational Skills							
5RF1	**Print Concepts -** Demonstrate understanding of the organization and basic features of print.						
	(None in this grade.)						
5RF2	**Phonological Awareness -** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
	(None in this grade.)						
5RF3	**Phonics and Word Recognition -** Know and apply grade-level phonics and word analysis skills in decoding words.						
5RF3a	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.	541 542	X		X		Common Core is more inclusive • Need phonics resources available for upper grades • Specific list of roots, affixes, multi-syllabic words etc • Need resources for teaching multi-syllabic words
5RF4	**Fluency –** Read with sufficient accuracy and fluency to support comprehension.						
5RF4a	Read on-level text with purpose and understanding.					X	Utah core focuses on rate and accuracy • A list of appropriate grade-level text • A list of variety grade level text for independent reading
5RF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	551a,b 552a,b	X X				
5RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	563c			X		Utah core is more specific. The new core emphasizes re-reading • (see 563c for specifics and details)

Common Core		FIFTH GRADE					
		Utah Core					
	Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match		Notes
Writing Standards							
Text Types and Purposes							
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.						
5W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	586d	X				Utah core is more specific as to types of opinion pieces such as responses, essays, speeches etc. • If teachers don't use the Common Core language and reading section in conjunction with the writing they will not teach writing correctly. • Need examples of quality opinion pieces
5W1a	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.	581d 582a 582d	X				
5W1b	Provide logically ordered reasons that are supported by facts and details.	583a			X		It is in the revising section of the Utah core and writing section of the Common Core
5W1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	583b	X				• Teachers need teaching writing resources
5W1d	Provide a concluding statement or section related to the opinion presented.	582d	X				
W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
5W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	586c,e	X				Utah Core list different forms and genre not listed in Common Core • Need specific program that provides writing instruction e.g., Write Traits, Step Up to Writing
5W2a	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.	581d 582a 582d 584d	X				

Code	Description	Refs					Notes
5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	582a		X			Common Core is more detailed in topic development and gives specifics
5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	583b	X				
5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	582c		X			Domain specific vocabulary is not discussed in Utah core vivid language not in Common Core • Need lists to domain specific vocabulary
5W2e	Provide a concluding statement or section related to the information or explanation presented.	582d	X				
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
5W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	582a 586a,b	X				
5W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	582a,d	X				
5W3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.				X		Common Core develops narrative deeper
5W3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	583b	X				
5W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	582c	X				
5W3e	Provide a conclusion that follows from the narrated experiences or events.	582d	X				
Production and Distribution of Writing							
W4	Produce clear and coherent writing I which the development, organization, and style are appropriate to task, purpose, and audience.						
5W4	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.)	581b 581c	X		X		Common Core doesn't state narrowing a topic specifically
W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
5W5	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 on pages 28 and 29.)	581a,b,c,d 582 a,b,c,d 583 a,b,c 584 ab,c,d 586f	X				

W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
5W6	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.	583c 586f,g	X				Common Core needs to add oral sharing of writing more than in just the speaking and listening section • Need technology software and instruction accessible to every student • Students need keyboarding standards
Research to Build and Present Knowledge							
W7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.						
5W7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	581a, 586c, 586e	X				• Need standard for what a research project would look like at a fifth grade level (Appropriate requirements)
W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
5W8	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.	581a			X		Utah core does not list summarizing, paraphrasing or providing
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
5W9a	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]").	586a,b	X				We learn about text structure in reading and can apply it in writing a paper with similar text structure (e.g., Compare/Contrast). This is where we integrate the two to support each other and make the concepts concrete and purposeful. Therefore, teachers need to teach students to write particular text types as they read them.
5W9b	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]").	586c,d,e	X				We learn about text structure in reading and can apply it in writing a paper with similar text structure (e.g., Compare/Contrast). This is where we integrate the two to support each other and make the concepts concrete and purposeful. Therefore, teachers need to teach students to write particular text types as they read them.

Range of Writing							
W10	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 tasks, purposes, and audiences.						
5W10	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.	581ab,c,d 582ab,c,d 583a,b 584ab,c,d 585ab,c		X			We must integrate reading and writing constantly. Students need to learn to extend their writing time frames.

Common Core to Utah English Language Arts Core Alignment		FIFTH GRADE					
Common Core		**Utah Core**					
	Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes	
Speaking and Listening Standards							
Comprehension and Collaboration							
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
5SL1	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.					X	No collaboration/ discussion mentioned in old core Need a list of high quality texts to facilitate a collaborative discussions and the training to do such
5SL1a	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	
5SL1b	Follow agreed-upon rules for discussions and carry out assigned roles.					X	
5SL1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	511b		X			Without specific examples found in Utah core
5SL1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.					X	
SL2							
5SL2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	512b		X			Need Professional development and software to present media
SL3							
5SL3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	511b		X			Need resources on grade appropriate speech and debate (Public Speaking unit)

	Presentation of Knowledge and Ideas							
SL4								
5SL4	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	Old core required the skill in writing
SL5								
5SL5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	512b	X					More specific examples in old core
		512a				X		
SL6								
5SL6	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 pages 28 and 29 for specific expectations.)	511ab,c,d,e			X			

Common Core to Utah English Language Arts Core Alignment		FIFTH GRADE					
Common Core		**Utah Core**					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Language Standards							
Conventions of Standard English							
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
5L1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.					X	• Need good grammar book that explicitly teaches
5L1b	Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.	584c			X		
5L1c	Use verb tense to convey various times, sequences, states, and conditions.	584c			X		Utah—edit for standard grammar—very general
5L1d	Recognize and correct inappropriate shifts in verb tense.*	584c			X		Utah—edit for standard grammar—very general
5L1e	Use correlative conjunctions (e.g., *either/or, neither/nor*).					X	Utah—edit for standard grammar—very general
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
5L2a	Use punctuation to separate items in a series.*	584a			X		Common Core—much more specific
5L2b	Use a comma to separate an introductory element from the rest of the sentence.	584a			X		Common Core—much more specific
5L2c	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?*).	584a			X		Common Core—much more specific
5L2d	Use underlining, quotation marks, or italics to indicate titles of works.	584a			X		Common Core—much more specific
5L2e	Spell grade-appropriate words correctly, consulting references as needed.	543a,b,c,d			X		Utah Core—More specific

	Knowledge of Language						
L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
5L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	584a			X		Utah—editing for correct capitalization and punctuation
5L3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.					X	
5L3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.					X	
	Vocabulary Acquisition and Use						
L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
5L4	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.	562a,b 563a,b,c			X		Utah—lists the specific strategies for determining meaning of words • Grade specific lists
5L4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	563b		X			
5L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	563b		X			• Need a program or book to teach Greek and Latin roots and stems
5L4c	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.	562a		X			
L5	Demonstrate understanding of word relationships and nuances in word meanings.						
L5a	Interpret figurative language, including similes and metaphors, in context.	563b		X			
L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	563b		X			• May need sample of adages, idioms and proverbs
L5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.					X	Utah Core 563c mentions "context" but not "relationships"
L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.						
5L6	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*).					X	