

5th Grade

English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards & Grade Level Expectations	CT Framework Grade Level Expectations
Reading Strands: Reading for Literature	
CC.5.R.L.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CT.5.R.7: Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
	CT.5.R.30: Explain how information in a text could be used to solve a problem and cite text-based examples.
CC.5.R.L.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.	CT.5.R.8: Identify recurring themes in literature, including books by the same author.
	CT.5.R.10: Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations.
	CT.5.R.11: Summarize the major actions that define the plot and how actions lead to conflict or resolution.
CC.5.R.L.3: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	CT.5.R.18: Compare and contrast the same conflict from the point of view of two different characters.
	CT.5.R.20: Explain similarities and differences within and among multiple cultures or historical periods.
	CT.5.R.22: Find similarities and differences within and between texts using text-based evidence.
CC.5.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	CT.4.R.1: Use prior knowledge, context clues and graphic features to predict, clarify and/or expand word meanings and concepts.
	CT.5.R.2: Use structural analysis to understand new words and concepts.
	CT.5.R.3: Use dictionaries, thesauruses and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.
	CT.5.R.6: Use cueing system and context clues to determine meanings of words.
	--Recognize and explain the meaning of common idioms, adages and proverbs as well as other forms of figurative language (metaphors, similes).
CC.5.R.L.5: Explain how a series of chapters, scenes or stanzas fits	CT.5.R.16: Explain the characteristics of various genres.

together to provide the overall structure of a particular story, drama or poem.	-- Explain how chapters, scenes or stanzas fit together to provide overall structure.
CC.5.R.L.6: Describe how a narrator's or speaker's point of view influences how events are described.	CT.5.R.13: Identify the narrator and explain which point of view is used in the text. CT.5.R.14: Explain how a story would change if a different character narrated it. CT.5.R.22: Find similarities and differences within and between texts using text-based evidence. CT.5.R.26: Understand how the author's experience and beliefs influence text. CT.5.R.28: Understand the social and cultural perspective form which the author writes and how that contributes to the text.
CC.5.R.L.7: Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text.	-- Explain how specific text features help you understand a selection. -- Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text.
CC.5.R.L.9: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	CT.5.R.8: Identify recurring themes in literature, including books by the same author. CT.5.R.17: Compare and contrast ideas, themes and/or issues across texts and across texts representing multicultural experiences. CT.5.R.18: Compare and contrast the same conflict from the point of view of two different characters. CT.5.R.20: Explain similarities and differences within and among multiple cultures or historical periods. CT.5.R.22: Find similarities and differences within and between texts using text-based evidence.
CC.5.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poetry at the high end of the grade 4-5 complexity band independently and proficiently.	-- By the end of 5th grade, read and comprehend narrative texts in the 4-5 grade band (F & P Level V, DRA Level 50, Lexile Band 770-980).

Reading Strands: Reading for Information	
CC.5.R.I.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CT.5.R.7: Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
	CT.5.R.30: Explain how information in a text could be used to solve a problem and cite text-based examples.
CC.5.R.I.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	CT.5.R.5: Determine the importance of ideas (main ideas, details and themes) in text.
	CT.5.R.7: Make inferences based on implicit and explicit information in the text; provide justification for those inferences.
CC.5.R.I.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.	CT.5.R.10: Discuss and analyze how characters in text deal with conflicts of human experience, relation to real life situations.
	CT.5.R.25: Connect current issues, information from other texts, and personal experiences to characters, events and information.
CC.5.R.I.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.	CT.5.R.1: Use prior knowledge, context clues and graphic features to predict, clarify and/or expand word meanings and concepts.
	CT.5.R.2: Use structural analysis to understand new words and concepts.
	CT.5.R.3: Use dictionaries, thesauruses and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.
	CT.5.R.6: Use cueing system and context clues to determine meanings of words.
CC.4.R.I.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.	CT.5.R.19: Explain how specific text features help you understand a selection.
	CT.5.R.22: Find similarities and differences within and between texts using text-based evidence.
	CT.5.W.28: Identify professional authors' styles and techniques (e.g., leads, conclusions, word choice, purpose, character, plot development); critiques peers' writing and supports the opinion using established criteria (e.g., content, organization, style, conventions); explains strengths and weaknesses of own writing using criteria (e.g., rubrics and anchor papers, checklists, six-trait scoring guides); uses criteria to choose and defend choices for a writing portfolio.
	--Compare and contrast the overall structure of events, ideas,

	concepts or information in two or more texts.
CC.5.R.I.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CT.5.R.13: Identify the narrator and explain which point of view is used in the text.
	CT.5.R.22: Find similarities and differences within and between texts using text-based evidence.
	CT.5.R.26: Understand how the author’s experience and beliefs influence text.
	CT.5.R.28: Understand the social and cultural perspective form which the author writes and how that contributes to the text.
CC.5.R.I.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.	--Using multiple sources, demonstrate the ability to locate an answer to a question quickly or solve a problem efficiently.
	CT.5.R.24: Evaluate the quality of a text.
	CT.5.R.30: Explain how information in a text could be used to solve a problem and cite text-based examples.
CC.5.R.I.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).	CT.5.R.19: Explain how specific text features help you understand a selection.
	CT.5.R.26: Understand how an author’s experiences and beliefs influence text.
	--Identifies the reasons and evidence an author uses to support particular points.
CC 5 R.I.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	CT.5.W.20: Plan; gather and organize information from multiple sources to address a topic.
CC.5.R.I.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.	--By the end of 5th grade, read and comprehend informational texts in the 4-5 grade band (F & P Level V, DRA Level 50, Lexile Band 770-980).

Foundational Skills Standards:	
CC.5.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.5.R.F.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.	CT.3.R.1: Use phonetic, structural, syntactical and contextual clues to read and understand words.
	CT.3.R.2: Know sounds for a wide range of suffixes and prefixes.
	CT.3.R.3: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words.
	CT.3.R.4: Infer word meanings from roots, prefixes and suffixes.
	CT.3.R.10: Read words containing complex letter patterns and/or word families in isolation and in context.
CC.5.R.F.4: Read with sufficient accuracy and fluency to support comprehension.	CT.3.R.12: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.
	--By the end of 5 th grade, read and comprehend informational texts in the 4-5 grade band (F & P Level V, DRA Level 50, Lexile Band 770-980).
CC.5.R.F.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.	CT.3.R.12: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.
	CT.3.R.13: Read aloud while comprehending unpracticed text with fluency at 115-150 wpm with 97%-98% accuracy (DRA Level 50).
CC.5.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CT.3.R.25: Identify specific words or phrases that cause comprehension difficulties and self-monitor.

Writing Standards:	
CC.5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	--Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	CT.5.W.35: Write book reviews.
	CT.5.W.37: Write a persuasive piece, using “if-and-then” structure.
	CT.5.W.38: Write a book or movie critique.
CC.5.W.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.	CT.5.W.21: Complete draft demonstrating connections among ideas, supported by information gathered during planning stage.
	CT.5.W.25: Make purposeful decisions about format, graphics, illustrations and other features.
	CT.5.W.28: Identify professional authors’ styles and techniques (e.g., leads, conclusions, word choice, purpose, character, plot development); critiques peers’ writing and supports the opinion using established criteria (e.g., content, organization, style, conventions); explains strengths and weaknesses of own writing using criteria (e.g., rubrics and anchor papers, checklists, six-trait scoring guides); uses criteria to choose and defend choices for a writing portfolio.
CC.5.W.1.b: Provide logically ordered reasons that are supported by facts and details.	CT.5.W.21: Complete draft demonstrating connections among ideas, supported by information gathered during planning stage.
	CT.5.W.22: Rework writing several times based on different points of focus (e.g., first reading—add details for elaboration; second reading—delete sentences or phrases to achieve paragraph unity; third reading—reorganize ideas for meaning).
	CT.5.W.28: Identify professional authors’ styles and techniques (e.g., leads, conclusions, word choice, purpose, character, plot development); critiques peers’ writing and supports the opinion using established criteria (e.g., content, organization, style, conventions); explains strengths and weaknesses of own writing using criteria (e.g., rubrics and anchor papers, checklists, six-trait scoring guides); uses criteria to choose and defend choices for a writing portfolio.
CC.5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	--Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	CT.5.W.31: Write a historical fiction essay, using primary sources.

	CT.5.W.34: Write an explanatory piece, building up to the most important point.
CC.5.W.2.a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.	-- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
	CT.5.W.21: Complete draft demonstrating connections among ideas, supported by information gathered during planning stage.
	CT.5.W.24: Publish and present final products, using a variety of technology.
	CT.5.W.25: Make purposeful decisions about format, graphics, illustrations and other features.
CC.5.W.2.b: Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	-- Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
	CT.5.W.20: Gather and organize information from multiple sources to address a topic.
	CT.5.W.21: Complete draft demonstrating connections among ideas, supported by information gathered during planning stage.
CC.5.W.2.c: Link ideas within and across categories of information using words, phrases and clauses.	CT.5.W.21: Complete draft demonstrating connections among ideas, supported by information gathered during planning stage.
	-- Use a variety of transitional words, phrases and clauses to manage the sequence of events.
CC.5.W.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	-- Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.5.W.2.e: Provide a concluding statement or section related to the information or explanation presented.	-- Provide a concluding statement or section related to the information or explanation presented.
CC.5.W.3: Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequence.	CT.5.W.29: Integrate descriptive writing into other modes, using literary techniques.
	CT.5.W.32: Write varied narratives with different beginnings and endings.
CC.5.W.3.a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	-- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CC 5.W.3.b: Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.	-- Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
CC.5.W.3.c: Use a variety of transitional words, phrases and clauses to	-- Use a variety of transitional words, phrases and clauses to manage

manage the sequence of events.	the sequence of events.
CC.5.W.3.d: Use concrete words and phrases and sensory details to convey experiences and events precisely.	--Use concrete words and phrases and sensory details to convey experiences and events precisely.
	CT.5.W.29: Integrate descriptive writing into other modes, using literary techniques.
CC.5.W.3.e: Provide a conclusion that follows from the narrated experiences or events.	--Provide a conclusion that follows from the narrated experiences or events.
	CT.5.W.32: Write varied narratives with different beginnings and endings.
	Ct.5.W.33: Write a story ending from the perspective of a different character.
CC.5.W.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).	CT.5.W.30: Write a biography based on an interview.
	CT.5.W.31: Write an historical fiction essay, using primary sources.
	CT.5.W.32: Write varied narratives with different beginnings and endings.
	CT.5.W.33: Write a story ending from the perspective of a different character.
	CT.5.W.34: Write an explanatory piece, building up to the most important point.
	CT.5.W.35: Write book reviews.
	CT.5.W.36: Write compare/contrast essay, using point-by-point structure.
	CT.5.W.37: Write a persuasive piece, using “if-and-then” structure.
	CT.5.W.38: Write a book or movie critique.
	CT.5.W.39: Write a haiku.
	CT.5.W.40: Write a rap.
	CT.5.W.41: Write words to the music of an already existing song.
	CT.5.W.42: Write a ballad.
	CT.5.W.43: Write a lyrical poem.
	CT.5.W.44: Write a cacophony.
CC.5.W.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).	CT.5.W.20: Plan; gather and organize information from multiple sources to address a topic.
	CT.5.W.21: Complete draft demonstrating connections among ideas, supported by information gathered during planning stage.
	CT.5.W.22: Revise; rework writing several times based on different points of focus (e.g., first reading—add details for elaboration;

	<p>second reading—delete sentences or phrases to achieve paragraph unity; third reading—reorganize ideas for meaning.</p> <p>CT.5.W.23: Edit; use multiple resources (e.g., dictionary, glossary, thesaurus) for proofreading and editing.</p> <p>CT.5.W.28: Identify professional authors’ styles and techniques (e.g., leads, conclusions, word choice, purpose, character, plot development); critiques peers’ writing and supports the opinion using established criteria (e.g., content, organization, style, conventions); explains strengths and weaknesses of own writing using criteria (e.g., rubrics and anchor papers, checklists, six-trait scoring guides); uses criteria to choose and defend choices for a writing portfolio.</p>
CC.5.W.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 setting.	<p>CT.5.W.24: Publish and present final products, using a variety of technology (e.g., word processor, spreadsheet, multimedia, slideshow, publication software).</p> <p>CT.5.W.26: Publish for a global audience.</p>
CC.5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p>--Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CT.5.W.20: Plan; gather and organize information from multiple sources to address a topic.</p>
CC.5.W.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.	<p>--Summarize or paraphrase information in notes and finished work.</p> <p>CT.5.W.20: Plan; gather and organize information from multiple sources to address a topic.</p> <p>CT.5.W.21: Complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p> <p>CT.5.W.22: Revise; rework writing several times based on different points of focus (e.g., first reading—add details for elaboration; second reading—delete sentences or phrases to achieve paragraph unity; third reading—reorganize ideas for meaning.</p> <p>CT.5.W.24: Publish and present final products, using a variety of technology (e.g., word processor, spreadsheet, multimedia, slideshow, publication software).</p> <p>CT.5.W.25: Make purposeful decisions about format, graphics, illustrations and other features.</p> <p>CT.5.W.18: Cite sources in research using a bibliographic format.</p>

<p>CC.5.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.</p>	<p>--Draw evidence from literary or informational texts to support analysis, reflections and research.</p> <p>CT.5.W.20: Plan; gather and organize information from multiple sources to address a topic.</p>
<p>CC.5.W.9.a: Apply Grade 5 Reading standards to literature.</p>	<p>--Apply Grade 5 Reading standards to literature.</p>
<p>CC.4.W.9.b: Apply Grade 5 Reading standards to informational texts.</p>	<p>--Apply Grade 5 Reading standards to informational texts.</p>
<p>CC.4.W.10: Write routinely over extended time frames (time for research, reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>--Write routinely over extended time frames (time for research, reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>

Speaking and Listening Standards:	
CC.5.SL.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.	
CC.5.SL.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.	CT.5.OL.1: Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions based on preparatory activities and background knowledge.
CC.5.SL.1.b: Follow agreed-upon rules for discussion and carry out assigned tasks.	--Follow agreed-upon rules for discussion and carry out assigned tasks.
CC.5.SL.1.c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	--Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CC.5.SL.1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.	--Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.
CC.5.SL.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	--Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
CC.5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	--Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CC.5.SL.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.	--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.
	CT.5.OL.2: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.
CC.5.SL.5: Include multimedia components and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	CT.5.OL.2: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.
	CT.5.W.24: Publish and present final products, using a variety of technology (e.g., word processor, spreadsheet, multimedia, slideshow, publication software).
	CT.5.W.25: Make purposeful decisions about format, graphics, illustrations and other features.
CC.5.SL.6: Adapt speech to a variety of context and tasks, using formal English when appropriate to task and situation (See Grade 5 Language standards 1 and 3 for specific expectations).	--Adapt speech to a variety of context and tasks, using formal English when appropriate to task and situation (See Grade 5 Language standards 1 and 3 for specific expectations).

Language Standards:	
CC.5.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.5.L.1.a: Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.	--Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences. CT.2.W.17: Combine simple sentences into compound sentences by using and/or/but.
CC.5.L.1.b: Form and use the perfect verb tense.	--Form and use the perfect verb tense.
CC.5.L.1.c: Use verb tense to convey various times, sequences, states and conditions.	--Use verb tense to convey various times, sequences, states and conditions.
CC.5.L.1.d: Recognize and correct inappropriate shifts in verb tense.	--Recognize and correct inappropriate shifts in verb tense.
CC.5.L.1.e: Use correlative conjunctions (e.g., either/or, neither/nor).	--Use correlative conjunctions (e.g., either/or, neither/nor).
CC.5.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	
CC.5.L.2.a: Use punctuation to separate items in a series.	CT.2.W.8: Use commas in a series.
CC.5.L.2.b: Use a comma to separate introductory element from the rest of the sentence.	--Use a comma to separate introductory element from the rest of the sentence. CT.5.W.9: Use commas to set off interjections or explanatory phrases.
CC.5.L.2.c: Use a comma to set off the words “yes” and “no”, to set off a tag question from the rest of the sentence and to indicate direct address.	--Use a comma to set off the words “yes” and “no”, to set off a tag question from the rest of the sentence and to indicate direct address.
CC.5.L.2.d: Use underlining, quotation marks or italics to indicate titles of works.	CT.4.W.20: Use italics, underlining or quotation marks for titles.
CC.5.L.2.e: Spell grade-appropriate words correctly, consulting references as needed.	CT.5.W.1: Use spelling rules and patterns from previous grades. CT.5.W.2: Correctly spell high-frequency words. CT.5.W.3: Use multiple strategies to spell (e.g., visual patterns, sound patterns, affixes, rules, self-corrects). CT.5.W.19: Use resources to find correct spelling for words identified as misspelled.
CC.5.L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.	CT.2.OL.10: Use oral language conventions, such as structures of standard English.
CC.5.L.3.a: Expand, combine and reduce sentences for meaning, reader/listening interest, and style.	--Expand, combine and reduce sentences for meaning, reader/listening interest, and style.
CC.5.L.3.b: Compare and contrast the varieties of English used in stories, dramas or poems.	CT.5.OL.3: Analyze how dialects are reflected in language styles of different groups.
CC.5.L.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.	
CC.5.L.4.a: Use context as a clue to the meaning of a word or phrase.	CT.5.R.1: Use prior knowledge, context clues and graphic features to predict, clarify and/or expand word meanings and concepts.
CC.5.L.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	CT.5.R.2: Use structural analysis to understand new words and concepts.
	CT.6.R.2: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words.
CC.5.L.4.c: Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	CT.5.R.3: Use dictionaries, thesauruses and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.
CC.5.L.5: Demonstrate understanding of figurative language, word relationships and nuances of word meanings.	
CC.5.L.5.a: Interpret figurative language, including similes and metaphors, in context.	CT.4.R.37: Identify and explain the author's use of figurative language .
CC.5.L.5.b: Recognize and explain the meaning of common idioms, adages and proverbs.	-- Recognize and explain the meaning of common idioms, adages and proverbs.
CC.5.L.5.c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	-- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CC.5.L.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.	CT.3.R.18: Define words and concepts necessary for understanding math, science, social studies, literature and other context area text.