

TN ELA Standards Guide Grade 5

Foundational Literacy Standards

The Foundational Literacy standards are designed to equip students with a working knowledge of print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency. These provide a foundation for and integrate with the Language standards to prepare students to engage with and produce texts of increased complexity and sophistication.

For standards FL 6 and 7, reference the Language and Grammar Progression chart for skills and understandings from lower grade levels that students should retain or further develop as students advance through the grades and work with increasingly complex texts.

Standard 5.FL.PWR.3		
5.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. 		
Category: Phonics and Word Recognition		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
At the heart of this standard (as represented in the Cornerstone), students do the following: <ul style="list-style-type: none"> • Use grade-appropriate strategies to decode words in and out of context. When decoding words at this grade level, students focus on the following: <ul style="list-style-type: none"> • Recognizing and using the six syllable types to decode multisyllabic words • Recognizing and knowing the meaning of the most common prefixes and suffixes • Reading words with common Latin suffixes • Reading words with more than one syllable • Reading grade-appropriate words that do not follow normal spelling patterns 	<p>phonics - method of teaching the code-based portion of reading and spelling that stresses symbol-sound relationships; especially important in beginning reading instruction</p> <p>word analysis skills - a detailed examination of the components of a word to understand its meaning and/or nature as a whole</p> <p>decoding - the process of translating printed words into speech</p> <p>connected text - text that features multiple related sentences (as distinguished from isolated and disconnected words, phrases, or sentences)</p>	<p><i>In reading tasks:</i> Students may sort multisyllabic word lists by syllable types and use knowledge of syllable types to decode accurately in grade-level connected text.</p> <p><i>In speaking/listening tasks:</i> Students may discuss the change in meaning when prefixes and suffixes are added to the same root word.</p> <p><i>In writing tasks:</i> Students may identify words in connected text that do not follow normal spelling patterns. Students may use those words in their own writing to practice their spelling.</p>

<p>This Foundational Literacy standard is unique in that it can be taught both in isolation from text as well as in connected text.</p>	<p>syllabication - forming or dividing words into syllables</p> <p>morphology - the study of the structure and forms of words</p> <p>root - the unit that provides the core meaning to a word and to which affixes may be attached; e.g., to the root word <i>read</i> can be added the prefix <i>-un</i> and/or the suffix <i>-able</i>.</p> <p>affix - a word element (usually a prefix or suffix) that can be added to a root word to change its meaning; e.g., to the root word <i>respect</i> may be added the prefix <i>-dis</i> and/or the suffix <i>-ful</i>. Both the prefix and suffix are affixes added to the root.</p> <p>*prefix - a word part added to the beginning of a root word to change the meaning; see affix definition above for example</p> <p>*suffix - a word part added to the end of a root word to change the meaning; see affix definition above for example</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for FL 3

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Vertical Alignment

Grade Span	Standard
6	This standard ends at Grade 5.
5	<p>5.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p>
4	<p>4.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p>

Standard 5.FL.WC.4

5.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- a. Spell grade-appropriate words correctly, consulting references as needed.
- b. Write legibly in manuscript and cursive.

Category: Word Composition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Apply grade-level phonics and word analysis skills when encoding words. • Spell grade-appropriate words correctly. • Write legibly in manuscript and cursive. <p>In Grade 3, students were expected to spell one-, two-, and three-syllable words, and regular and irregular high-frequency words. This expectation continues into fourth grade and beyond, but now includes grade-appropriate words that have four or more syllables and regular and irregular low-frequency words. Students may continue to consult references as needed.</p>	<p>manuscript - printed handwriting, as opposed to cursive</p> <p>*high-frequency words - common words that appear often in texts</p> <p>*low-frequency words - words that are more rare for a student to encounter at a given grade level</p> <p>*regular words - words that can be decoded using knowledge of phonics patterns</p> <p>*irregular words - words that do not follow common spelling patterns</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> As students read a text, they may be prompted to identify and describe the text elements. The teacher may ask students to write the text elements in cursive and then write the description of the elements in manuscript.</p> <p><i>In speaking/listening tasks:</i> Students may listen to the teacher read aloud sentences or paragraphs that include specific phonics patterns. Students may write down what they hear using legible cursive handwriting.</p> <p><i>In writing tasks:</i> Students may write in cursive during selected writing tasks. Students use dictionaries to check their spelling.</p>

Cornerstone Standard for FL 4

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Vertical Alignment

Grade Span	Standard
6	This standard ends at Grade 5.
5	5.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ul style="list-style-type: none"> a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
4	4.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ul style="list-style-type: none"> a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.

Standard 5.FL.F.5

5.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Category: Fluency

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Read and understand grade-level text with a specific purpose in mind (e.g., to learn new information, for entertainment, etc.). • Read literary and informational texts with accuracy, maintain a suitable rate, and use voice to show changes and feelings on successive readings. • Reread and use context to confirm or self-correct understanding of a word. 	<p>fluency - the ability to read a text accurately, quickly, and with expression</p> <p>prose - written or spoken language that follows standard grammatical rules and that does not follow a meter or rhyme scheme</p> <p>poetry - language written in verse that follows a particular meter or rhyme scheme</p> <p>accuracy (in fluency) - the ability to correctly decode a word on sight</p> <p>rate (in fluency) - words read accurately at a pace that reflects conversational speech; measured in words per minute</p> <p>expression (aka prosody) - reading aloud with feeling; this involves timing, phrasing, emphasis, and intonation (how the voice rises and falls in speech)</p> <p>word recognition - the ability of a reader to quickly and correctly recognize written words</p> <p>self-correct - when a reading error is corrected without prompting or support</p>	<p>In reading tasks: Students may read grade-level connected text in pairs and practice accuracy, prosody, and appropriate rate. The reading student pauses at various intervals to receive feedback from the listening student.</p> <p>In speaking/listening tasks: Students may listen to partners read aloud and give feedback on their reading using a fluency rubric.</p> <p>In writing tasks: Students may write a poem and then read it aloud with accuracy, prosody, and appropriate rate.</p>

Cornerstone Standard for FL 5

Read with sufficient accuracy and fluency to support comprehension.

Vertical Alignment

Grade Span	Standard
6	This standard ends at Grade 5.
5	5.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
4	4.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Standard 5.FL.SC.6

- 5.FL.SC.6** - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
 - b. Form and use the perfect verb tense.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
 - e. Use correlative conjunctions.
 - f. Use punctuation to separate items in a series.
 - g. Use a comma to separate an introductory element from the rest of the sentence.
 - h. Use a comma to set off the words *yes* and *no*, 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.
 - i. Use underlining, quotation marks, or italics to indicate titles of works.
 - j. Write multiple cohesive paragraphs on a topic.

Category: Sentence Composition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • <i>Explain the function of</i> standard English grammar and usage conventions. • When writing or speaking, <i>use</i> standard English grammar and usage conventions effectively. • <i>Explain the function of</i> standard English capitalization, punctuation, and spelling conventions. • When writing, <i>use</i> standard English capitalization, punctuation, and spelling conventions effectively. <p>There are multiple parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Explain the function of</i> conjunctions, prepositions, and interjections as used in general and in particular sentences. • Form and use <i>perfect</i> verb tenses. 	<p>perfect verb tenses - used to indicate a completed action in the past, present, or future; formed by using <i>have, has, or had</i> as an auxiliary (or helping) verb to the past participle form of the main verb</p> <p>correlative conjunctions - conjunctions that work together to connect equal parts of a sentence (e.g., <i>either/or, neither/nor, not only/but (also)</i>, etc.)</p>	<p><i>In reading tasks:</i> Students may reread connected text and identify verb tenses that convey time and sequences.</p> <p><i>In speaking/listening tasks:</i> Students may explain how various conjunctions change the meaning of sentences in the text.</p> <p><i>In writing tasks:</i> Students may use appropriate punctuation and conjunctions to write complete sentences and correct run-ons and fragments in multiple cohesive paragraphs.</p>

<ul style="list-style-type: none"> • Use verb tense to convey <i>various</i> times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use <i>correlative</i> conjunctions. • Use punctuation to <i>separate items in a series</i>. • Use a comma to <i>separate an introductory element from the rest of the sentence</i>. • Use a comma to <i>set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address</i>. • Use underlining, quotation marks, or italics to <i>indicate titles of works</i>. <p>In Grades K-5, standard FL.SC.6 serves as the precursor to standards L.CSE.1 and L.CSE.2 in Grades 6-12.</p>		
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Cornerstone Standard for FL 6	
Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	
Vertical Alignment	
Grade Span	Standard
6	<p>6.L.CSE.1 - Demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively. When reading and listening, explain the function of phrases and clauses. When writing or speaking, use simple, compound, and complex sentences. <p>6.L.CSE.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.</p>

<p style="text-align: center;">5</p>	<p>5.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic.
<p style="text-align: center;">4</p>	<p>4.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs, such as <i>can</i>, <i>may</i>, and <i>must</i>, to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.

Standard 5.FL.VA.7a

5.FL.VA.7a - 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.

- i. Use context as a clue to the meaning of a word or phrase.
- ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students determine the denotative meaning of unknown and multiple-meaning words and phrases by using the following strategies:</p> <ul style="list-style-type: none"> • Using context clues • Analyzing meaningful word parts • Consulting reference materials <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on the non-literal and nuanced meanings of words/phrases in text. • The intent of FL 7a and FL 7b is for students to acquire and build vocabulary for use in speaking and writing (FL 7c). • Standard RL/RI 4 focuses on determining the denotative, connotative, and/or figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. 	<p>affix - a morpheme attached to the beginning (prefix) or ending (suffix) of a root word and alters its meaning</p> <p>*denotative meaning - the precise, literal meaning of a word (i.e., definition), as opposed to the feelings or ideas the word might suggest (i.e., connotation)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read portions of a text containing previously marked unfamiliar words. Students may use the context of the sentence to estimate the meaning of the unknown word.</p> <p><i>In speaking/listening tasks:</i> Students may work in small groups to create a presentation or poster that illustrates and explains common grade-appropriate Greek and Latin affixes and roots, including examples of words containing them and how to use the root as a clue to the meaning. Students then present their work to the class.</p> <p><i>In writing tasks:</i> Students may keep a vocabulary journal containing Greek and Latin affixes and roots. Students may be encouraged to use words containing these affixes and roots when writing. Students may use their journals as a reference.</p>

<ul style="list-style-type: none"> The intent of RL/RI 4 is for students to move closer to understanding how authors use words/phrases to shape a text's meaning and tone, a primary emphasis in Grades 6-12. <p>In Grades K-5, standard FL.VA.7a serves as the precursor to standard L.VAU.4 in Grades 6-12.</p>		
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Cornerstone Standard for FL 7	
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.	
Vertical Alignment	
Grade Span	Standard
6	<p>6.L.VAU.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
5	<p>5.FL.VA.7a - 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.</p> <ul style="list-style-type: none"> i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4	<p>4.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Standard 5.FL.VA.7b

5.FL.VA.7b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- i. Interpret figurative language, including similes and metaphors, in context.
- ii. Recognize and explain the meaning of common idioms and proverbs.
- iii. Use the relationship between particular words to better understand each of the words.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the L.VAU.5 Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Determine the figurative meanings of words and phrases. • Distinguish shades of meaning among related words. • Use the relationship between particular words to better understand each word. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Use the relationship between particular words (<i>beyond just synonyms and antonyms</i>) to better understand each of the words (e.g., homographs). <p>Examples for each sub-number (i-iii) are as follows:</p> <ul style="list-style-type: none"> i. Explain the meaning of <i>as tough as nails</i> in a text. ii. Explain the meaning of being <i>on cloud nine</i>. iii. Identify the opposite (antonym) of the word <i>rough</i>. <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text. 	<p>figurative language - language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., a metaphor, allusion, etc.)</p> <p>word relationship - the relationship between particular words that contributes meaning to each word individually (e.g., cause/effect, part/whole, item/category, synonym/antonym)</p> <p>simile - comparison of two unlike things using a word of comparison (most often <i>like</i> or <i>as</i>)</p> <p>metaphor - a figure of speech that makes a comparison between two things that are essentially different but have something in common</p> <p>*idiom - a phrase or expression (often regional and/or cultural) that means something other than the literal meaning of the words used (e.g., "It's raining cats and dogs.")</p> <p>proverb - a short, often old, well-known saying that expresses a truth (e.g., Actions speak louder than words.)</p>	<p>In reading tasks: Students may read a story pre-selected for its usage of common idioms and proverbs. Students may identify each use and explain the meaning within the context of the story.</p> <p>In speaking/listening tasks: Students may discuss in pairs how omitting or changing the idiom/proverb may change the meaning of that portion of the story.</p> <p>In writing tasks: Students may practice incorporating common idioms and proverbs into their writing and consider how it will enhance the meaning of the text.</p>

<ul style="list-style-type: none"> Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. The intent of FL 7a and FL 7b is for students to acquire and build vocabulary for use in speaking and writing (FL 7c). Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. The intent of RL/RI 4 is for students to move closer to understanding how authors use words/phrases to shape a text's meaning and tone, a primary emphasis in Grades 6-12. <p>In Grades K-5, standard FL.VA.7b serves as the precursor to standard L.VAU.5 in Grades 6-12.</p>	<p>**connotative meaning - the idea or feeling associated with a word, in addition to its literal or primary meaning</p> <p>**homograph - a word that is spelled like another word but is different in meaning (e.g., park/park, tear/tear, close/close)</p> <p>*Note - Idioms are often particularly difficult for non-native English speakers to understand as idioms often derive from and/or are unique to a specific region/culture.</p> <p>**Note - This term is not explicitly used in the grade-level standard but is listed here to assist in unpacking sub-number iii of the standard.</p>	
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Cornerstone Standard for FL 7 and L 5

FL 7 - 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.

L 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Vertical Alignment

Grade Span	Standard
6	6.L.VAU.5 - When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
5	5.FL.VA.7b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to better understand each of the words.
4	4.FL.VA.7b - Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

Standard 5.FL.VA.7c

5.FL.VA.7c - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the L.VAU.6 Cornerstone) is the end goal of the language standards:</p> <ul style="list-style-type: none"> Students become increasingly independent as they acquire and use a wide range of vocabulary to strengthen their reading and listening comprehension and to enhance their written or oral expression. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Acquire and accurately use grade-appropriate general academic (Tier 2) and domain-specific (Tier 3) words and phrases <i>that signal contrast, addition, and other logical relationships</i>. <p>At this grade level, when speaking or writing, students continue to use <i>conversational</i> language sparingly (as appropriate to the task) and instead focus on effectively using <i>academic</i> and <i>domain-specific</i> language.</p> <p>In Grades K-5, standard FL.VA.7c serves as the precursor to standard L.VAU.6 in Grades 6-12.</p>	<p>general academic - words and phrases that students encounter in academic study across multiple subjects and disciplines; also known as Tier 2 vocabulary</p> <p>domain-specific - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p>phrase - a natural group of words that work together to fill a slot within a sentence frame</p> <p>logical relationship - a word or phrase that indicates how one object is conceptually related to another object; examples include words/phrases such as <i>however, although, nevertheless, similarly, moreover, and in addition</i></p>	<p><i>In reading tasks:</i> As students read various texts over a unit, they may record in their notebooks important Tier 2 and Tier 3 words/phrases that signal contrast or addition.</p> <p><i>In speaking/listening tasks:</i> Students may be tasked with using these words/phrases in whole or small group discussions.</p> <p><i>In writing tasks:</i> Students may write responses to text accurately using domain-specific words and phrases (Tier 3).</p>

Cornerstone Standard for FL 7 and L 6

FL 7 - 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.

L 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vertical Alignment

Grade Span	Standard
6	6.L.VAU.6 - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
5	5.FL.VA.7c - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
4	4.FL.VA.7c - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

TN ELA Standards Guide Grade 5

Reading Informational Standards

Standard 5.RI.KID.1

5.RI.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What information is being shared in this text? • What are the elements of this text and what inferences can be drawn from them? • Which specific details demonstrate your understanding of those elements? <p>There are two key elements of this standard:</p> <ul style="list-style-type: none"> • Students identify and describe a text’s elements and draw inferences from those elements. This represents their understanding of the text. • When students speak or write their understanding of a text, they accurately quote important details that support their understanding. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Quoting accurately from a text <p>This standard is the foundation of the reading standards in that it represents basic comprehension of the text.</p>	<p>explicitly - clearly and directly</p> <p>inferences - conclusions reached based on evidence (textual details) and reasoning</p> <p>*text elements - the essential components of a text, such as topics, individuals, events, ideas, etc.</p> <p>*details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read from a nonfiction text and be prompted to highlight implicit and/or explicit evidence that answers “W” questions: who, what, when, where, and why.</p> <p><i>In speaking/listening tasks:</i> The teacher may lead the class in a discussion about inferences drawn from the text while students quote directly from the text, using their annotations for support.</p> <p><i>In writing tasks:</i> Students may write an informative essay examining one or more of the text elements, quoting from the text to support their conclusions.</p>

<p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing relevant textual evidence to support conclusions.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the text by describing its essential elements – topics, individuals, events, ideas, etc. – and making inferences about them. • In R 2, students synthesize these elements to summarize the text and to determine its central idea. • In R 3, students describe how text elements relate and how this helps convey the central idea. 		
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Cornerstone Standard for RI 1	
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Vertical Alignment	
Grade Span	Standard
6	6.RI.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	5.RI.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	4.RI.KID.1 - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.

Standard 5.RI.KID.2

5.RI.KID.2 - Determine the central idea of a text and explain how it is supported by key details; summarize the text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the central idea of the text? • How does this idea develop over the course of the text? • What details contribute most to its development? • What information is important to include in a summary? <p>The semicolon indicates two components of the standard:</p> <ul style="list-style-type: none"> • Students identify the central idea along with the key details that support it. • When students summarize the text, they include its essential elements. <p>Conveying the central idea of a text is not equivalent to summarizing the text's contents. The central idea is a prominent message conveyed by the whole of the text whereas a summary must include <i>all</i> the essential text elements.</p> <p>As R 2 progresses upward through Grades K-8, there is a shift in language regarding summary (retell → recount → summarize → objectively summarize). This is best seen as a continuum wherein students move from more informal, subjective retellings of the text to more formal, objective summaries of the text.</p>	<p>central idea (main idea) - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>summarize/summary - a technique by which students express understanding of a text's overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p>*text elements - the essential components of a text, such as topics, individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a biographical text and use a graphic organizer to record the central idea and the details that support it.</p> <p><i>In speaking/listening tasks:</i> Students may work in pairs to refine their wording of the central idea of the passage.</p> <p><i>In writing tasks:</i> Students may summarize the most important aspects of the subject's life as stated in the biography, utilizing a rubric to ensure that the essential elements are included.</p>

<p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the text by describing its essential elements – topics, individuals, events, ideas, etc. – and making inferences about them. • In R 2, students synthesize these elements to summarize the text and to determine its central idea. • In R 3, students describe how text elements relate and how this helps convey the central idea. 		
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Cornerstone Standard for RI 2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Vertical Alignment	
Grade Span	Standard
6	6.RI.KID.2 - Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
5	5.RI.KID.2 - Determine the central idea of a text and explain how it is supported by key details; summarize the text.
4	4.RI.KID.2 - Determine the main idea of a text and explain how it is supported by key details; summarize a text.

Standard 5.RI.KID.3

5.RI.KID.3 - Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How do the text elements develop and interact with each other? • How do these interactions or relationships impact meaning and serve the author's purpose? <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the text by describing its essential elements – topics, individuals, events, ideas, etc. – and making inferences about them. • In R 2, students synthesize these elements to summarize the text and to determine its central idea. • In R 3, students describe how text elements relate and how this helps convey the central idea. <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text relate to each other and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>	<p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read an informational text about a pivotal event in history and take notes on the actions of key individuals. Students may focus specifically on how the relationships between those individuals led to key events.</p> <p><i>In speaking/listening tasks:</i> In small groups, students may expand on their study of relationships to include other text elements, such as how the presentation of an event supports a particular idea.</p> <p><i>In writing tasks:</i> Students may be tasked with writing an informational essay on the text that not only conveys key elements of the historical event but also explains the relationship between or among those elements.</p>

Cornerstone Standard for RI 3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Vertical Alignment

Grade Span	Standard
6	6.RI.KID.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
5	5.RI.KID.3 - Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
4	4.RI.KID.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.

Standard 5.RI.CS.4

5.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of words and phrases as the author uses them in the text? • Which words or phrases are the most important to contributing meaning to the text? • Why did the author choose these words/phrases for this text? • What impact do these choices make on the passage's meaning and tone? <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning(s) of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. • The intent of FL 7a and FL 7b is for students to develop an understanding of various word meanings in text; <i>through this process, students acquire and build vocabulary for use in speaking and writing</i> (as represented in FL 7c). • Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. 	<p>*denotative meaning - literal or explicit meaning as distinct from implied or associated meanings</p> <p>figurative meaning - words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images</p> <p>connotative meaning - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p>technical meaning - relating to a particular subject, art, or science, or its techniques</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a narrative nonfiction text and list any unfamiliar words and phrases they encounter as they read. Students may look for clues throughout their reading to help clarify the meaning of the words and phrases.</p> <p><i>In speaking/listening tasks:</i> In a small group, students may share their lists with their peers and collaborate to determine the meaning of each word or phrase as used in the text.</p> <p><i>In writing tasks:</i> Students may keep a log of words and phrases they learn and intentionally use those words and phrases in writing assignments.</p>

<ul style="list-style-type: none"> The intent of RL/RI 4 is for students to move closer to understanding <i>how authors use words/phrases to shape a text's meaning and tone</i>, a primary emphasis in Grades 6-12. 		
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Cornerstone Standard for RI 4

Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Vertical Alignment	
Grade Span	Standard
6	6.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5	5.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
4	4.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.

Standard 5.RI.CS.5

5.RI.CS.5 - Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How does the author organize the text elements? • In what ways does the placement of text elements fit into the overall text structure? • How does the structure develop ideas and serve the author's purpose? <p>All parts of this standard appear for the first time at this grade level.</p> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>	<p>(text) structure - the way in which the text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read two scientific texts on the same topic that have different structures and use a Venn Diagram to compare/contrast how each organizes its text elements.</p> <p><i>In speaking/listening tasks:</i> During whole group discussion, the teacher may lead a discussion about the purpose of each text, and students could share how the structure of the text supports the development of that purpose.</p> <p><i>In writing tasks:</i> The students may write an essay comparing/contrasting the organization of specific text elements in the two scientific texts.</p>

Cornerstone Standard for RI 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Vertical Alignment

Grade Span	Standard
6	6.RI.CS.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
5	5.RI.CS.5 - Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
4	4.RI.CS.5 - Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.

Standard 5.RI.CS.6

5.RI.CS.6 - Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> From what point of view is the text written? How does this affect the content, style, and meaning of the text? What is the author’s purpose in the text? How does the content and style of the text convey this purpose? <p>At this grade level, students analyze multiple accounts of the same event or topic by identifying details in each account that indicate the differences in areas of focus or how information is conveyed. Students then explain why these differences are important in terms of how they may affect the reader’s understanding of the event or topic.</p>	<p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>point of view - in informational text, point of view is synonymous with <i>perspective</i>, the author’s attitude toward or outlook on the ideas, persons, or events in the text</p> <p>*purpose - the reason (explicit or implicit) for writing a text</p> <p>*details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read several primary and secondary source articles about a historical figure. Students may use a note catcher to record the key details that indicate differing points of view.</p> <p>In speaking/listening tasks: Students may engage in Think-Pair-Share to first consider the similarities and differences of each text and then share how the author’s perspective impacted the writing.</p> <p>In writing tasks: Students may use their discussion to write an essay that clearly states the differences in how each text conveys information. Students may explain the importance of these differences in how each author understands the historical figure.</p>

Cornerstone Standard for RI 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
6	6.RI.CS.6 - Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.
5	5.RI.CS.6 - Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
4	4.RI.CS.6 - Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.

Standard 5.RI.IKI.7

5.RI.IKI.7 - Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the content is presented in each medium? • How is the content of each text impacted by the format? • Is the format chosen for each text effective in presenting the content? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Drawing on <i>information from multiple or digital sources</i> to locate an answer to a question or solve a problem <p>At this grade level, students recognize that to fully and accurately answer a question or solve a problem, they must draw on information from multiple sources, both print and digital.</p> <p>There is considerable overlap between RI 7 and RI 9 at this grade level. RI 7 focuses on drawing information from <i>both printed text and multimedia</i>, whereas RI 9 focuses more generally on integrating information from multiple sources for the purpose of building knowledge.</p>	<p>*format/medium - the way in which the text is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may use their social studies textbook and other digital sources to answer a research question about a significant date in history. Students could use a graphic organizer to record notes from each source.</p> <p><i>In speaking/listening tasks:</i> The teacher may engage the students in a whole class discussion about their notes on the significant historical date. The teacher may prompt students to draw on information they learned in both print and digital sources to support their answers.</p> <p><i>In writing tasks:</i> Students may write an informational essay that describes what they learned from their research about the important event in history.</p>

Cornerstone Standard for RI 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Vertical Alignment

Grade Span	Standard
6	6.RI.IKI.7 - Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
5	5.RI.IKI.7 - Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
4	4.RI.IKI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Standard 5.RI.IKI.8

5.RI.IKI.8 - Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What thesis or argument is presented in the text? • What claims, reasons, and evidence does the author use to develop the argument? • How effective is the author in presenting claims and supporting them with sound reasoning and sufficient, credible evidence? <p>The Cornerstone of standard RI 8 involves students learning how to analyze the various elements of an argumentative text with increasing sophistication. In Grades K-5, this standard is scaffolded to assist students in understanding the connections among <i>points</i>, reasons, and evidence. Having students analyze these connections in a variety of nonfiction texts in K-5 will prepare them to focus on more sophisticated connections among <i>claims</i>, reasons, and evidence found in <i>argumentative texts</i> in Grades 6-12.</p> <p>In Grades 4-5, students not only identify points and reasons in a nonfiction text, but also explain <i>how</i> an author uses reasons and evidence to support the points in a text. For example, a student may determine that a piece of evidence is a real-life example of the stated point, or another piece of evidence is a fact that demonstrates the point.</p>	<p>reasons - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>*argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p>*claims - statements taking a position on what is true; these are usually statements with which people can disagree; in Grades 6-12, this term is used to refer to statements of truth <i>in argumentative texts only</i>.</p> <p>*evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may be asked to read a speech and use a graphic organizer to identify the author’s points and the reasons and evidence that support those points.</p> <p><i>In speaking/listening tasks:</i> Working in pairs, students may explain the types of reasons and evidence that the author uses to support points.</p> <p><i>In writing tasks:</i> Students may write an argumentative essay that states agreement or disagreement with the speech and properly uses points, reasons, and evidence throughout the essay. Then, the student may write an additional paragraph explaining how they used reasons and evidence to support each point they made.</p>

Cornerstone Standard for RI 8

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.

Vertical Alignment

Grade Span	Standard
6	6.RI.IKI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	5.RI.IKI.8 - Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
4	4.RI.IKI.8 - Explain how an author uses reasons and evidence to support particular points in a text.

Standard 5.RI.IKI.9

5.RI.IKI.9 - Integrate information from two or more texts on the same topic in order to build content knowledge.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the topic is presented in each text? • How does each author’s approach to addressing the topic uniquely contribute to greater knowledge of that theme or topic? <p>The Cornerstone of RI 9 involves students analyzing multiple texts that have similar topics for two reasons:</p> <ul style="list-style-type: none"> • To build knowledge about those topics • To compare the approaches an author takes to presenting those topics <p>At this grade level, students continue to identify the similarities and differences in text elements between texts written on the same topic. In addition, students should integrate information from two or more texts and be prepared to share in writing or speech what they have learned about the subject.</p> <p>In Grades K-5 of the RI standards strand, the primary emphasis of standard RI 9 is on <i>synthesis of information</i> across topically related texts in order to build knowledge; in Grades 6-12, the focus of the standard shifts primarily toward <i>comparing the approaches</i> of two or more authors in topically related texts.</p>	<p>integrate - combine parts or elements into a whole</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may be asked to read two or more informational texts in order to answer a research question. As they read, students may annotate the texts as they encounter details that resolve the question.</p> <p><i>In speaking/listening tasks:</i> In collaborative teams, the students may explore details that answer the research question, sharing the information contributed by each text and how the author chose to reveal the information.</p> <p><i>In writing tasks:</i> The students may write an essay response to the research question, integrating the information from all the sources that were explored.</p>

Cornerstone Standard for RI 9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Vertical Alignment

Grade Span	Standard
6	6.RI.IKI.9 - Compare and contrast two or more authors' presentation of the same topic or event.
5	5.RI.IKI.9 - Integrate information from two or more texts on the same topic in order to build content knowledge.
4	4.RI.IKI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Standards 5.RI.RRTC.10

5.RI.RRTC.10 - Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials.</p> <p>By the end of the year, students should be able to read a variety of informational texts independently and proficiently at the high end of the Grades 4-5 text complexity band.</p>	<p>text complexity - the level of sophistication in a text (in terms of content, intellectual engagement, and student readiness); text complexity is measured through a three-part assessment that pairs qualitative and quantitative measures with reader-task considerations. See Appendix A in the TN Standards for further elaboration.</p> <p>text complexity band - a range of text sophistication corresponding to a grade span within the standards</p>	<p>Standard is addressed when reading, speaking and listening, language, and writing standards are integrated into instruction and grounded in grade-appropriate texts.</p>

Cornerstone Standard for RI 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
6	6.RI.RRTC.10 - Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
5	5.RI.RRTC.10 - Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
4	4.RI.RRTC.10 - Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

TN ELA Standards Guide Grade 5

Speaking & Listening Standards

The Speaking and Listening standards serve, in part, as a bridge between the reading and writing standards. In the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These standards enable students to actively participate in the meaning-making process when analyzing texts.

Standard 5.SL.CC.1		
5.SL.CC.1 - Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.		
Category: Comprehension and Collaboration		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Prepare for discussions by gathering textual evidence on the topic or issue. • Use preparation to engage in discussions effectively by doing the following: <ul style="list-style-type: none"> • Building on others' ideas • Expressing one's own ideas clearly and persuasively <p>To effectively meet the demands of the grade-level standard, students should:</p> <ol style="list-style-type: none"> 1. Prepare for discussions by reading and studying the required material. 2. Use that preparation to explore ideas under discussion. 3. Follow agreed-upon rules for group discussions and carry out assigned roles. 4. Ask and respond to questions by making comments that contribute meaningful and 	<p>collaborative discussions - one-on-one, group, and teacher-led discussions</p> <p>varied partners - a variety of discussion structures should be used to allow students opportunities to discuss topics and texts with a diverse group of students</p>	<p><i>In reading tasks:</i> Students may closely read a text related to a grade-level topic and generate questions from the text that will support collaborative discussions.</p> <p><i>In speaking/listening tasks:</i> Students may present information on a topic to the class. After the presentation, students may engage in a collaborative discussion wherein they ask questions, build on each other's ideas, and express their thoughts clearly in response to the presented material.</p> <p><i>In writing tasks:</i> Students may write about their thoughts and insights related to topics discussed in class. Periodically, students may participate in paired or small-group collaborative discussions wherein they share and build on each other's reflections.</p>

<p>relevant ideas to the discussion and elaborate on the remarks of others.</p> <p>5. Review the discussion's key ideas and draw conclusions in light of the information and ideas exchanged in the discussion.</p> <p>The intent of this standard is not only to provide students with opportunities to engage others in meaningful discourse around grade-level topics and texts, but also to demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Particular attention should be given to classroom culture for students to successfully practice this standard. Students need opportunities to participate in a discursive culture that affirms all participants, embraces differences in perspective, and cultivates growth in understanding.</p>		
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Cornerstone Standard for SL 1	
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.	
Vertical Alignment	
Grade Span	Standard
6	6.SL.CC.1 - Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
5	5.SL.CC.1 - Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
4	4.SL.CC.1 - Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

Standard 5.SL.CC.2

5.SL.CC.2 - Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Analyze information in a variety of media formats to determine if it is credible and accurate. Integrate information from a variety of media formats into a presentation or class discussion. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <i>Summarize</i> a text presented in diverse media. <p>Standards SL 2 and RI 7 work in tandem. In SL 2, students are reading informational texts presented in diverse media formats and summarizing the key ideas and details within them. In RI 7, students are drawing on information presented in diverse formats to locate an answer to a question or solve a problem.</p> <p>Standards SL 2 and SL 5 are closely aligned. Whereas SL 2 focuses on understanding information presented in various media formats, SL 5 focuses on students' ability to use audio or visual elements to enhance the sharing of information from texts they have read.</p> <p>SL 2 is a parallel standard to W 8. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>summarize - a technique by which students express understanding of a text's overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p>diverse media formats - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p>	<p><i>In reading tasks:</i> Students may watch a video of a famous speech and write a summary of its main ideas and key details.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups and share their summaries. Students may offer feedback to other students' summaries on whether the main ideas and key details were accurately captured.</p> <p><i>In writing tasks:</i> Students may gather information to research a topic from diverse media sources such as articles, videos, and infographics and summarize the key findings in a written report.</p>

Cornerstone Standard for SL 2

Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Vertical Alignment

Grade Span	Standard
6	6.SL.CC.2 - Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.
5	5.SL.CC.2 - Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
4	4.SL.CC.2 - Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.

Standard 5.SL.CC.3

5.SL.CC.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Analyze an oral presentation of an argument to identify and evaluate the speaker’s point of view. Analyze and evaluate the argument, including its claims, evidence, reasoning, and rhetoric. <p>The Cornerstone of standard SL 3 involves students learning how to analyze the various elements of an <i>oral argument</i> with increasing sophistication. In Grades K-5, this standard is scaffolded to assist students in understanding the connections among <i>points</i>, reasons, and evidence in oral presentations in which the speaker’s purpose is to inform <i>or</i> persuade. Having students understand these connections in a variety of nonfiction texts in K-5 will prepare them to analyze more sophisticated connections among <i>claims</i>, reasons, and evidence found in <i>oral arguments</i> in Grades 6-12.</p> <p>All parts of the grade-level standard appear for the first time at this grade level.</p> <p>At this grade level, there are two key elements to this standard. Students should:</p> <ul style="list-style-type: none"> Summarize the ideas the speaker makes in the presentation. Explain <i>how</i> each point/claim is supported by reasons and evidence. (This is a critical step at this 	<p>summarize/summary - a technique by which students express understanding of a text’s overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p>points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>claims - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p>reasons - statements of support for points or claims; these explain <i>why</i> the point/claim is true based on the evidence.</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>*argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p>	<p><i>In reading tasks:</i> Students may read or listen to a speech or presentation and identify the reasons and evidence provided by the speaker to support each claim.</p> <p><i>In speaking/listening tasks:</i> Students may take turns being the speaker, summarizing points, and providing reasons and evidence, while their peers analyze and respond to the arguments presented.</p> <p><i>In writing tasks:</i> Students may keep a response journal where they reflect on speeches or presentations they encounter in class or the media. Students may write to summarize the main points made by a speaker and analyze the reasons and evidence provided to support each claim.</p>

<p>grade level for students to be prepared for <i>analysis</i> of arguments in sixth grade.)</p> <p>SL 3 is a parallel standard to RI 8. In SL 3, students are explaining <i>how</i> a speaker’s claims are supported by reasons and evidence whereas in RI 8, students are connecting and explaining those elements in printed text.</p> <p>Standards SL 3, W 1, and W 9 are closely aligned. When students strengthen their ability to understand arguments and how they are constructed, they improve their ability to <i>write</i> effective argumentative texts as well.</p>	<p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for SL 3	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Vertical Alignment	
Grade Span	Standard
6	6.SL.CC.3 - Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
5	5.SL.CC.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
4	4.SL.CC.3 - Identify the reasons and evidence a speaker provides to support particular points.

Standard 5.SL.PKI.4

5.SL.PKI.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.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Present information clearly, logically, and engagingly. • Ensure the presentation’s content, structure, and style are appropriate to the task, purpose, and audience. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Present an opinion</i> using appropriate facts and relevant, descriptive details to support main ideas. <p>Standard SL 4 works closely with RI 4 at this grade level. As students learn the common structures by which informational texts are constructed (see glossary for common examples), they must also identify which of these structures is most appropriate to use as an organizational tool when reporting on a topic/text or recounting an experience.</p> <p>Standard SL 4 is a natural extension of SL 3. In SL 3, students carefully listen to oral presentations to understand the information being presented. In SL 4, students construct and deliver their own oral presentations with appropriate facts and details in a fashion their audience can clearly understand. These practices work interchangeably to strengthen each other.</p>	<p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>main idea (central idea) - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought</p> <p>theme - an abstract idea or universal truth that emerges from a literary text’s treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a statement such as “Courage is an honorable virtue, but it can lead to negative circumstances.”</p> <p>*(text) structure - the way in which text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, and chronological, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read opinion texts and identify main ideas and supporting details used to convey the overall opinion.</p> <p><i>In speaking/listening tasks:</i> Students may verbally share their opinions on a topic using relevant details to support their opinions.</p> <p><i>In writing tasks:</i> Students may write an opinion piece sharing relevant, descriptive details to support their main ideas.</p>

SL 4 works closely with standard W 4. When students strengthen their ability to construct and deliver oral presentations, they also improve their writing ability.		
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Cornerstone Standard for SL 4	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, the development, and style are appropriate to task, purpose, and audience.	
Vertical Alignment	
Grade Span	Standard
6	6.SL.PKI.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5	5.SL.PKI.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.
4	4.SL.PKI.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Standard 5.SL.PKI.5

5.SL.PKI.5 - Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Use multimedia to express information clearly and engagingly. <p>SL 5 works in tandem with standard RL 7. In RL 7, students consider how multimedia can contribute to what is conveyed by the words of a text. In SL 5, students use this knowledge to select multimedia that enhances the message of an oral presentation.</p> <p>SL 5 works similarly to standard W 6. As appropriate to the task, purpose, and audience, students should utilize technology to produce and enhance writing and oral presentations.</p>	<p>multimedia - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art.</p> <p>audio/visual elements - means of communicating information that uses images and/or sound and operates outside of the words of a printed text</p> <p>*main idea (central idea) - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought.</p> <p>*The use of the word “theme” in this particular standard is synonymous with main/central idea.</p>	<p><i>In reading tasks:</i> Students may read multiple texts online or in print to determine the main ideas that will be included in a presentation.</p> <p><i>In speaking/listening tasks:</i> Students may listen to or view multimedia to determine what is most relevant for inclusion in their presentations. Students may give an oral presentation and explain the connection of the multimedia chosen to the main ideas or themes shared in the presentation.</p> <p><i>In writing tasks:</i> Students may design presentations using writing and embedded technology to express main ideas or themes based on text.</p>

Cornerstone Standard for SL 5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Vertical Alignment

Grade Span	Standard
6	6.SL.PKI.5 - Include multimedia components and visual displays in presentations to clarify information.
5	5.SL.PKI.5 - Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.
4	4.SL.PKI.5 - Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.

Standard 5.SL.PKI.6

5.SL.PKI.6. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Adapt speech as appropriate to the context and task. • Use formal English proficiently when indicated or appropriate. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Adapt speech to a variety of contexts and tasks</i>, using formal English when appropriate. <p>At this grade level, students adapt their speech to a variety of circumstances/contexts by considering the audience and purpose of the speech. Students should not only continue discerning when to use formal and informal English but also learn to adjust sentences (expand, combine, or reduce) for meaning, audience interest, and style. In Grade 6, they will build upon this practice with increasing sophistication.</p> <p>Students should demonstrate command of the conventions of standard English grammar and usage when speaking. See standard 5.FL.SC.6 for grade-level expectations.</p>	<p>formal English - language usage that demonstrates command of the conventions of standard English grammar and usage in more official or important contexts (e.g., presenting ideas). See standard 5.FL.SC.6 for grade-level expectations.</p> <p>*informal English - language usage that is more casual and spontaneous; usually used in relaxed situations with people one knows well</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the progression of this standard in K-12.</p>	<p><i>In reading tasks:</i> Students may read texts and identify the audience for which it was written. Students may then identify the intentional usage of formal speech and informal speech to appeal to the intended audience. Students may discuss the purpose of including informal speech and the effect it has on the overall impact of the text.</p> <p><i>In speaking/listening tasks:</i> Students may speak in various contexts, including informal peer conversations and formal presentations. Students may include informal or formal language when appropriate.</p> <p><i>In writing tasks:</i> Students may write various types of text and include formal and informal language when most appropriate. Literary texts may include informal language as quotes or as stylistic choices. Informational texts will more often include formal language.</p>

Cornerstone Standard for SL 6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Vertical Alignment

Grade Span	Standard
6	6.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
5	5.SL.PKI.6. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
4	4.SL.PKI.6 - Recognize that different situations call for formal vs. informal English and use formal English when appropriate.

TN ELA Standards Guide Grade 5

Reading Literature Standards

Standard 5.RL.KID.1

5.RL.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What happens in this story, poem, etc.? • What are the elements of this text and what inferences can you draw from them? • Which specific details demonstrate your understanding of the text? <p>There are two key elements of this standard:</p> <ul style="list-style-type: none"> • Students identify and describe a story's elements and draw inferences from them. • When students speak or write their understanding of a text, they explicitly refer to details in it to demonstrate that understanding. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Quoting accurately from a text <p>In previous grades, students began practicing explicitly referring to details to demonstrate their understanding of the text. In this grade, students continue this practice while also learning to accurately</p>	<p>explicitly - clearly and directly</p> <p>inferences - conclusions reached based on evidence (textual details) and reasoning</p> <p>*details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read a poem and highlight or underline concrete details related to the speaker.</p> <p>In speaking/listening tasks: After students have highlighted or underlined the poem, they may be prompted in pairs to make inferences about the speaker's motives or character. Students may use their annotations to support their ideas.</p> <p>In writing tasks: A student composing an expository essay may describe how the speaker of the poem conveys a theme, including supporting evidence from the text. Students may quote the text directly and accurately in their writing.</p>

quote details from a text to demonstrate their understanding.

This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be explicitly referring to the text as a basis for their understanding of it.

There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:

- In R 1, students are demonstrating basic comprehension of the story by describing its essential elements - characters, events, places, etc. - and making inferences about them.
- In R 2, students synthesize these elements to summarize the text and to determine a theme.
- In R 3, students compare/contrast text elements and explain how interactions among text elements affect the story.

This standard is the foundation of the reading standards in that it represents basic comprehension of the text.

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Cornerstone Standard for RL 1

Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Vertical Alignment

Grade Span	Standard
6	6.RL.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	5.RL.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	4.RL.KID.1 - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.

Standard 5.RL.KID.2

5.RL.KID.2 - Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What themes emerge from the text? What is a central idea of the text? • How does the theme/central idea develop over the course of the text? • What details contribute most to the theme or central idea's development? • What information is important to include in a summary? <p>The semicolon indicates two components of the standard:</p> <ul style="list-style-type: none"> • Students identify a theme and/or central idea, along with the details that convey it. • When students summarize the story, they include its essential elements. <p>In literature, "theme" and "central idea" are not synonymous. Themes are non-text-specific statements capturing abstract, universal ideas that emerge from a text. Central ideas are text-specific statements capturing an author's prominent ideas in a text.</p> <p>Conveying the central idea of a text is not equivalent to summarizing the text's contents. The central idea is a prominent message conveyed by the whole of the</p>	<p>theme - an abstract idea or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances."</p> <p>central idea - the prominent concept within a given text to which all text elements directly or indirectly relate. When expressed by students, central messages should be in the form of a complete thought. (Example from <i>Charlotte's Web</i> - The character relationships in this book demonstrate that friendship is an essential part of healthy living and a reason for hope.)</p> <p>drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p>poem - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p>details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p>	<p>In reading tasks: Students may read and annotate a short story, then draw a concept map showing how specific text elements (setting, characters, and events) convey a specific theme.</p> <p>In speaking/listening tasks: After students have completed the concept map, they may work in pairs or small groups to discuss specific details in the text that support their conclusions from the concept map, making notes as they discuss.</p> <p>In writing tasks: Students may write a multi-paragraph essay showing how the theme emerges through specific textual details. Students could support their ideas with text evidence from their concept map and group discussions.</p>

<p>text whereas a summary must include <i>all</i> the essential text elements.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the story by describing its essential elements - characters, events, places, etc. - and making inferences about them. • In R 2, students synthesize these elements to summarize the text and to determine a theme. • In R 3, students compare/contrast text elements and explain how interactions among text elements affect the story. <p>As R 2 progresses upward through Grades K-8, there is a shift in language regarding summary (retell → recount → summarize → objectively summarize). This is best seen as a continuum wherein students move from more informal, subjective retellings of the text to more formal, objective summaries of the text.</p>	<p>summarize/summary - a technique by which students demonstrate comprehension of a text by reconveying its essential elements in chronological order; uses minimal subjective language</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for RL 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Vertical Alignment

Grade Span	Standard
6	6.RL.KID.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
5	5.RL.KID.2 - Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
4	4.RL.KID.2 - Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Standard 5.RL.KID.3

5.RL.KID.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How do the text elements interact with each other? • How do these interactions contribute to the story? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Comparing and contrasting</i> multiple characters, settings, or events <p>At this grade level, students should not only compare and contrast text elements, but also explain how the interactions among these elements impact the story.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the story by describing its essential elements – characters, events, places, etc. – and making inferences about them. • In R 2, students synthesize these elements to summarize the text and to determine a theme. • In R 3, students compare/contrast text elements and explain how interactions among text elements affect the story. 	<p>character - persons who take part in the action of a story or drama; may also be animals or imaginary creatures. A narrator who participates in the action may be considered a character.</p> <p>setting - time and place of the action in a story</p> <p>drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p>details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a play, annotating key moments where the dialogue and actions of key characters reveal important truths about the characters. Students could complete a note catcher as they read.</p> <p><i>In speaking/listening tasks:</i> Students may work in pairs to discuss what they have recorded in their note catchers regarding key characters in the play. Students may begin discussing the important differences between the characters.</p> <p><i>In writing tasks:</i> After reading and discussing the play, students may write an essay explaining the differences between or among the characters and noting how these differences impact the story.</p>

<p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and contribute to the story. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>		
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Cornerstone Standard for RL 3	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Vertical Alignment	
Grade Span	Standard
6	6.RL.KID.3 - Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
5	5.RL.KID.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.
4	4.RL.KID.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.

Standard 5.RL.CS.4

5.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of words and phrases as the author uses them in the text? • Which words or phrases are the most important to contributing meaning to the text? • Why did the author choose these words/phrases for this text? • What impact do these choices make on the passage's meaning and tone? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Analyzing the impact of sound devices on meaning and tone <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning(s) of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. • The intent of FL 7a and FL 7b is for students to develop an understanding of various word meanings in text; <i>through this process, students</i> 	<p>*denotative meaning - literal or explicit meaning as distinct from implied or associated meanings</p> <p>figurative language - words and phrases that express a meaning different from the literal meaning (e.g., a metaphor, allusion, etc.)</p> <p>simile - comparison of two unlike things using a word of comparison (most often <i>like</i> or <i>as</i>)</p> <p>metaphor - a figure of speech that makes a comparison between two things that are essentially different but have something in common</p> <p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>sound devices - a literary tool used in prose and poetry to emphasize various sounds and enhance meaning; examples are rhythm, rhyme, alliteration, assonance, consonance, and onomatopoeia</p> <p>tone - expression of a writer's or speaker's attitude toward a subject. <i>Unlike mood, which is intended to shape the audience's emotional response, tone reflects the feelings of a text's author.</i></p>	<p><i>In reading tasks:</i> Students may read a piece of prose or poetry and underline similes and metaphors in the text. Students may note in the margins the meaning of each of these terms as well as the way that each term contributes to the meaning and tone of the text.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups to discuss and identify other important terms or devices the author used, such as sound devices, to shape meaning or tone. Groups may discuss the possibility of other words or phrases that could convey a different tone.</p> <p><i>In writing tasks:</i> Students may write an essay identifying how the author's choice of words and phrases impact the meaning and tone of the text. Students could use the annotations and group discussions to provide evidence from the text.</p>

<p><i>acquire and build vocabulary for use in speaking and writing (as represented in FL 7c).</i></p> <ul style="list-style-type: none"> Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases as they are used in a text. The intent of RL/RI 4 is for students to move closer to understanding <i>how authors use words/phrases to shape a text's meaning and tone</i>, a primary emphasis in Grades 6-12. <p>As students begin to think about why authors choose certain words/phrases to affect meaning/tone, this will in turn enhance students' ability to communicate as they learn how to make similar decisions in speech and writing.</p>	<p>* This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for RL 4	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Vertical Alignment	
Grade Span	Standard
6	6.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
5	5.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
4	4.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.

Standard 5.RL.CS.5

5.RL.CS.5 - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How does the author organize the text elements? • In what ways does the placement of text elements fit into the overall text or plot structure? • How does the structure impact the meaning of the text? <p>All parts of this standard appear for the first time at this grade level.</p> <p>There are two key components to the grade-level standard:</p> <ul style="list-style-type: none"> • Describing how each structural part of the text fits or connects with other structural parts. • Explaining how the relationship between the structural parts fit together to form the overall structure. <p>In third grade, students made connections among successive structural elements. In Grade 5, the connections students make may be non-consecutive (e.g., connecting the foreshadowing that occurs in chapter 2 with the foreshadowed events that occur in chapter 6).</p>	<p>stanza - an organizing technique in poetry in which lines are grouped and separated from other lines or groups of lines by spacing or indentation; usually grouped according to length, meter, or rhyme scheme; stanzas function in poetry similarly to paragraphs in prose</p> <p>(text) structure - the sequencing or ordering of the text elements</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas/themes, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> As students read a novel, they may identify specific sentences, paragraphs, etc., that represent a text element and describe how they fit together to provide the overall plot structure.</p> <p><i>In speaking/listening tasks:</i> Groups of students may be assigned to specific sentences, paragraphs, etc. that represent text elements and then discuss how their placement or sequencing forms the overall plot structure.</p> <p><i>In writing tasks:</i> Students may respond to a writing prompt that asks them to describe how a given chapter establishes the setting and how the setting is important to subsequent events in the story.</p>

<p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and contribute to the story. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>		
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Cornerstone Standard for RL 5	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Vertical Alignment	
Grade Span	Standard
6	6.RL.CS.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
5	5.RL.CS.5 - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.
4	4.RL.CS.5 - Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.

Standard 5.RL.CS.6

5.RL.CS.6 - Describe how a narrator's or speaker's point of view influences how events are described.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> From what point of view is the story told? How does this affect the content, style, and meaning of the text? What is the speaker's, narrator's and/or character's perspective? How do the content and style of the text convey this perspective? How does this perspective impact the meaning of the text? <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, students deepen their understanding of how each type of point of view affects how the characters, events, setting, etc. are portrayed. For example, a first-person narrator who is a character within the story will likely have certain biases toward characters or events. Students should identify details within the text that indicate the narrator's perspective toward those characters.</p>	<p>narrator - the person or voice conveying a narrative. Some narratives have multiple narrators.</p> <p>speaker - the narrator or voice a poet uses to relay a poem</p> <p>point of view - in literature, the vantage point from which a story is told (i.e., first person, second person, third person, and the variations of those). Point of view is used to convey <i>perspective</i>, a person's attitude toward or outlook on something as determined by their vantage point and experience. Standard RL 6 encompasses both point of view and perspective (as conveyed by the point of view).</p> <p>*details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a short story and underline/highlight words, phrases, sentences, and/or sections in the text that establish and convey the point of view.</p> <p><i>In speaking/listening tasks:</i> Students may give brief presentations that explain how the narrator's point of view indicates the narrator's attitude toward one or more of the other characters.</p> <p><i>In writing tasks:</i> Students may write a narrative from a different point of view with a focus on how this different vantage point will change the reader's understanding of the events in the story.</p>

Cornerstone Standard for RL 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
6	6.RL.CS.6 - Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
5	5.RL.CS.6 - Describe how a narrator's or speaker's point of view influences how events are described.
4	4.RL.CS.6 - Compare and contrast the point of view from which different stories are narrated.

Standard 5.RL.IKI.7

5.RL.IKI.7 - Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the content is presented in each medium? • How is the content of each text impacted by the format? • Is the format chosen for each text effective in presenting the topic or theme? <p>At this grade level, students examine visual and multimedia elements of a text and determine how they contribute to the meaning, tone, mood, or beauty of the written portion of the text. Students should not only describe <i>what each element adds</i> to the written portion but <i>how it adds it</i>.</p>	<p>visual/multimedia elements - characteristics unique to each medium; e.g., pictures or cartoons as visual elements of a text; or video, audio, and interactive parts as multimedia elements of a text</p> <p>tone - expression of a writer's or speaker's attitude toward a subject. <i>Unlike mood, which is intended to shape the audience's emotional response, tone reflects the feelings of a text's author.</i></p> <p>*format/medium - the way in which the story, drama, or poem is delivered (e.g., printed text, audio, or video)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read a poem and then watch a video of the poet reading the work, perhaps even accompanied by music or theatrics. Students may use a graphic organizer to note the similarities and differences of the poem's reading and listening experiences.</p> <p>In speaking/listening tasks: After completing the graphic organizers, students may discuss in groups how the multimedia elements of the video contributed to the tone or mood of the poem.</p> <p>In writing tasks: Students may be prompted to write an essay in which they not only detail the similarities and differences between the written and audio versions of the text, but also explain how the multimedia elements in the video enhanced the experience of the viewer in understanding and appreciating the text.</p>

Cornerstone Standard for RL 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Vertical Alignment

Grade Span	Standard
6	6.RL.IKI.7 - Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.
5	5.RL.IKI.7 - Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.
4	4.RL.IKI.7 - Make connections between the print version of a story or drama and a visual or oral presentation of the same text.

****Reading Standard 8 is not applicable to literature****

Standard 5.RL.IK1.9

5.RL.IK1.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the theme or topic is presented in each text? • How does each author’s approach to addressing the theme or topic uniquely contribute to greater knowledge of that theme or topic? <p>The Cornerstone of RL 9 involves students analyzing multiple texts that have similar themes/topics for two reasons:</p> <ul style="list-style-type: none"> • To build knowledge about those themes/topics • To compare the approaches an author takes to presenting those themes/topics <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Comparing and contrasting text elements in stories <i>from the same genre</i>. <p>There is an important shift in this standard that began in the fourth grade. In Grades K-3, students are primarily identifying similarities and differences in text elements in stories that have similar themes/topics. In Grades 4-5, students continue that practice but must also consider how each story’s <i>approach to or treatment of</i> the theme or topic provides a unique perspective or insight into that theme or topic.</p>	<p>genre - a category or type of literature characterized by similarities such as form, structure, style, or subject; examples include stories, poems, historical novels, and mystery.</p> <p>approach to - in the context of this standard, this refers to how the author uniquely presents themes, topics, and patterns of events to emphasize certain aspects of those elements and/or convey a certain perspective.</p> <p>theme - an abstract idea or universal truth that emerges from a literary text’s treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a statement such as “Courage is an honorable virtue, but it can lead to negative circumstances.”</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read two stories in the same genre that address similar themes or topics and annotate the text elements in each. Students may complete a graphic organizer that identifies similarities and differences between each story’s text elements.</p> <p>In speaking/listening tasks: Students may use their graphic organizers to engage in a small group discussion wherein they discuss not only how each text differs in terms of its text elements but also how the author of each text approaches the theme or topic it is addressing. Students could respond to question prompts such as: how did the author’s vivid description of the setting in the first story uniquely convey the theme in a way that was more effective than how it was portrayed in the second story?</p> <p>In writing tasks: Students may use their group discussion to write an opinion essay that describes how the author in the first story provided a unique perspective on the topic in a way that was missing from the second story.</p>

Cornerstone Standard for RL 9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Vertical Alignment

Grade Span	Standard
6	6.RL.IKI.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
5	5.RL.IKI.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.
4	4.RL.IKI.9 - Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.

Standard 5.RL.RRTC.10

5.RL.RRTC.10 - Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials.</p> <p>By the end of the year, students should be able to independently and proficiently read a variety of literary texts at the high end of the Grades 4-5 text complexity band.</p>	<p>poem - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p>text complexity band - a range of text sophistication corresponding to a grade span within the standards</p>	<p>Standard is addressed when reading, speaking and listening, language, and writing standards are integrated into instruction and grounded in grade-appropriate texts.</p>

Cornerstone Standard for RL 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
6	6.RL.RRTC.10 - Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
5	5.RL.RRTC.10 - Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
4	4.RL.RRTC.10 - Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

TN ELA Standards Guide Grade 5

Writing Standards

Standard 5.W.TTP.1

5.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text.
- b. Develop an opinion through logically ordered reasons that are supported by facts and details.
- c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- d. Provide a concluding statement or section related to the opinion presented.
- e. Link opinion and reasons using words, phrases, and clauses.
- f. Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Write arguments that are text based, logical, well organized, and fully developed. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Use linking <i>clauses</i> to connect reasons to the opinion. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> Identify a topic/text and state an opinion on it. Formulate a purpose for writing. Use text-based reasons and evidence to support the opinion. Organize the supporting reasons in a way that provides a clear understanding to the reader and supports the writer's purpose. 	<p>opinion - a belief, position, or preference, supported by reasons; for the purposes of this standard, "opinion" is synonymous with point of view.</p> <p>reasons - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p>facts and details - in the context of this standard, this is equivalent to "evidence." These are used to support reasons.</p> <p>organizational structure - the way in which the text elements are organized. Common examples of structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p>purpose - the reason (explicit or implicit) for writing a text</p>	<p>In reading tasks: Students may read multiple opinion pieces on the same topic but from different sources and compare how each author introduces the topic, develops opinions through logically ordered reasons supported by facts and details, organizes ideas, provides a conclusion, and uses language to link opinions and reasons.</p> <p>In speaking/listening tasks: Students may participate in peer feedback sessions in the writing process wherein students exchange papers and discuss how well their peers introduce topics, develop opinions through logically ordered reasons supported by facts and details, organize ideas, provide conclusions, and use language effectively to link opinions and reasons.</p> <p>In writing tasks: Students may create graphic organizers to help them plan their opinion pieces. Students may be encouraged to outline their opinions, reasons, and supporting details in a logical and</p>

<ul style="list-style-type: none"> • Use proper linking words, phrases, and clauses that connect the supporting reasons/evidence to each other and the opinion. • Write a concluding statement that restates the opinion and provides closure. • Apply standards FL 4, 6, and 7 when writing. <p>It is critical that teachers <i>model</i> each of the above steps to provide students with proper support as they learn to clearly formulate a well-supported opinion.</p> <p>It is important to note the distinction between writing an opinion and informative/explanatory (W 2) writing. When writing an opinion, a student seeks to persuade the reader that something is true by providing examples, offering reasons for one’s assertions, and explaining cause and effect. Informative writing starts with the assumption that something is true and answers questions about why or how it is true. Opinions persuade whereas explanations clarify.</p> <p>There are several purposes for writing an opinion:</p> <ul style="list-style-type: none"> • To change the reader’s point of view • To call a reader to action • To convince the reader to accept the writer’s explanation as correct 	<p>phrase - a group of words acting as a unit that does not include a subject and predicate</p> <p>clause - a group of words containing a subject and a predicate</p> <p>linking words/phrases/clauses - these connect a sentence, paragraph, idea, etc., to a subsequent one. They assist readers in connecting these elements and provide a smooth transition from one idea to the next. Examples include “first,” “because,” “also,” “however,” etc.</p> <p>*points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>organized manner, using linking words, phrases, and clauses to connect ideas.</p>
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Cornerstone Standard for W 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Vertical Alignment

Grade Span	Standard
6	<p>6.W.TTP.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s). Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. Use credible sources and demonstrate an understanding of the topic or source material. Craft an effective and relevant conclusion that supports the argument presented. Use precise language and content-specific vocabulary. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use varied sentence structure to enhance meaning and reader interest. <p>Establish and maintain a formal style.</p>
5	<p>5.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion through logically ordered reasons that are supported by facts and details. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words, phrases, and clauses. Apply language standards addressed in the Foundational Literacy standards.
4	<p>4.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion with reasons that are supported by facts and details. Create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words and phrases. Apply language standards addressed in the Foundational Literacy standards.

Standard 5.W.TTP.2

5.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic by providing a general observation and focus.
- b. Group related information logically.
- c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.
- d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- e. Provide a conclusion related to the information or explanation presented.
- f. Link ideas within and across categories of information using words, phrases, and clauses.
- g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- h. Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Write informative/explanatory texts that examine texts and convey complex ideas clearly and accurately. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <i>Provide a general observation and focus</i> when introducing a topic. Use <i>clauses</i> to link ideas within and across categories of information. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> Identify an appropriate topic/text to write about. Gather information and ideas related to the topic/text. Group related information into categories around the topic/text. Use multimedia as needed to provide clarity. 	<p>*organizational structure - the way in which the text elements are organized. Common examples of structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>multimedia - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art.</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>phrase - a group of words acting as a unit that does not include a subject and predicate</p> <p>clause - a group of words containing a subject and a predicate</p>	<p><i>In reading tasks:</i> Students may read informative/explanatory texts and compare how each author introduces the topic, groups related information, uses formatting features and illustrations, develops the topic with facts and details, provides a conclusion, and uses precise language and domain-specific vocabulary.</p> <p><i>In speaking/listening tasks:</i> Students may create visual aids such as charts, graphs, or diagrams to accompany their informative/explanatory writing. Students may present their visual aids to the class, explaining how they enhance clarity and support understanding of the topic.</p> <p><i>In writing tasks:</i> Students may be provided with opportunities to publish and share their informative/explanatory texts with their classmates, school community, or wider audience. Feedback can be given on their ability to introduce topics, group information logically, use formatting features and illustrations, develop ideas with facts and details,</p>

<ul style="list-style-type: none"> • Introduce the topic by providing a general observation and focus. • Explain and develop the topic by providing multiple facts, definitions, details, etc. • Use proper linking words/phrases/clauses that connect ideas within categories of information. • Use precise language and domain-specific vocabulary to inform/explain. • Provide a concluding statement or paragraph. • Apply standards FL 4, 6, and 7 when writing. <p>It is critical that teachers <i>model</i> each of the above steps and, in the process, provide students support in understanding and creating an appropriate structure for informative/explanatory texts.</p> <p>It is important to note the distinction between informative/explanatory writing and writing an opinion (W 1). Informative writing starts with the assumption that something is true and answers questions about why or how it is true. When writing an opinion, a student seeks to persuade the reader that something is true by providing examples, offering reasons for one's assertions, and explaining cause and effect. Explanations clarify whereas opinions persuade.</p> <p>There are several purposes for informative/explanatory writing:</p> <ul style="list-style-type: none"> • To increase the reader's knowledge of a subject/topic • To help readers understand a procedure or process • To answer "what," "how," and "why" questions regarding the subject/topic. 	<p>linking words/phrases - words/phrases that connect a sentence, paragraph, idea, etc., to a subsequent one. These assist readers in connecting these elements and provide a smooth transition from one idea to the next. Examples include "first," "because," "also," "however," etc.</p> <p>domain-specific vocabulary - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>provide conclusions, and use precise language and domain-specific vocabulary.</p>
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Cornerstone Standard for W 2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Vertical Alignment

Grade Span	Standard
6	<p>6.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. Craft an effective and relevant conclusion. Include formatting, graphics, and multimedia when appropriate. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style.
5	<p>5.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> Introduce a topic by providing a general observation and focus. Group related information logically. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Provide a conclusion related to the information or explanation presented. Link ideas within and across categories of information using words, phrases, and clauses. Use precise language and domain-specific vocabulary to inform about or explain the topic. Apply language standards addressed in the Foundational Literacy standards.
4	<p>4.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> Introduce a topic. Group related information in paragraphs and sections. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Provide a conclusion related to the information or explanation presented. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Apply language standards addressed in the Foundational Literacy standards.

Standard 5.W.TTP.3

- 5.W.TTP.3** - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
- Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
 - Organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Provide a conclusion that follows from the narrated experiences or events.
 - Use precise words and phrases and use sensory details to convey experiences and events.
 - Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Write well-crafted and engaging narratives to convey real or imagined experiences. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> Use <i>pacing</i> to develop experiences and events or show the responses of characters to situations. Use transitional <i>clauses</i> to convey the sequence of events. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> Choose a real or imagined event to write about. Organize the sequence of events in a logical order. Determine the characters that will be in the story. Decide who is telling the story. Establish the setting by describing when/where the event(s) took place. Use dialogue/descriptions/pacing to develop experiences, events, and characters. 	<p>narratives - writing that conveys experience, either real or imaginary, and uses time as its core structure</p> <p>details - words or phrases in a narrative that are used to vividly convey the text elements to the reader</p> <p>narrator - the person or voice conveying a narrative. Some narratives may have multiple narrators.</p> <p>characters - a person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p> <p>phrase - a group of words acting as a unit that does not include a subject and predicate</p> <p>clause - a group of words containing a subject and a predicate</p> <p>transitional words/phrases - words/phrases that connect an event to a subsequent one. Examples</p>	<p>In reading tasks: Students may read narrative texts and create story maps or timelines to identify key events in the story, analyze how they unfold naturally and logically, and discuss the use of narrative techniques and transitional words, phrases, and clauses to manage the sequence of events.</p> <p>In speaking/listening tasks: Students may be assigned roles of characters from narrative texts and engage in role-playing activities to compare characters in a story or drama, drawing on specific details in a text. Students may use dialogue and descriptions to develop their characters and respond to situations, practicing speaking skills while exploring narrative techniques.</p> <p>In writing tasks: Students may be provided prompts that elicit real or imagined experiences or events to write narratives, ensuring they orient the reader by establishing situations, organizing event sequences that unfold naturally and logically, using narrative techniques such as dialogue, pacing, and description,</p>

<ul style="list-style-type: none"> • Use a variety of transitional words/phrases/clauses to signal changes in events. • Use concrete words/phrases to precisely convey experiences and events. • Write an ending that provides closure to the story. • Apply standards FL 4, 6, and 7 when writing. <p>It is critical that teachers <i>model</i> each of the above steps and, in the process, provide students support in understanding how to write a narrative that moves in logical order and uses details that engage the reader.</p> <p>Narrative writing can be used for many purposes, such as to inform, instruct, persuade, or entertain.</p>	<p>include “before,” “meanwhile,” “suddenly,” “before long,” “soon after,” etc.</p> <p>*text elements - the essential components of a text, such as individuals/characters, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>incorporating a variety of transitional words, phrases, and clauses, providing conclusions, and using precise language and sensory details to convey experiences and events.</p>
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Cornerstone Standard for W 3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Vertical Alignment

Grade Span	Standard
6	<p>6.W.TTP.3 - Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5	<p>5.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.
4	<p>4.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.

Standard 5.W.PDW.4

5.W.PDW.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard provides a framework for understanding the writing types as defined in Writing Standards 1-3. Specifically, students should choose an organization, style, and level of development that are appropriate to the writing context, as defined by the situation, task, purpose, and audience.</p>	<p>style - author’s or speaker’s way of communicating ideas – not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p>	<p><i>In reading tasks:</i> Students may read samples of writing at different levels of clarity and coherence and compare each sample and explain how the development, organization, and style contribute to its effectiveness in conveying ideas to the intended audience.</p> <p><i>In speaking/listening tasks:</i> As part of the writing process, students may be provided opportunities to share their writing with the class. After each presentation, students may participate in a brief discussion where feedback is provided on whether the development, organization, and style of the writing are appropriate for the task, purpose, and audience.</p> <p><i>In writing tasks:</i> Students may be provided with writing prompts along with guidelines for the task, purpose, and intended audience and write responses while adhering to the provided guidelines, focusing on developing clear and coherent writing appropriate for the given context.</p>

Cornerstone Standard for W 4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Vertical Alignment

Grade Span	Standard
6	6.W.PDW.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5	5.W.PDW.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4	4.W.PDW.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Standard 5.W.PDW.5

5.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard focuses on the recursive approach to writing wherein writing is viewed as an ongoing process of refinement. Students work through each writing stage and revisit stages as needed to improve their writing.</p> <p>This standard emphasizes the importance of providing opportunities for students to receive guidance and feedback from both peers and adults as they work through each stage of the process.</p> <p>Guidance and support from teachers should include the following:</p> <ul style="list-style-type: none"> • Modeling of each writing stage • Exemplar texts demonstrating effective writing • Feedback on each writing stage • Revisiting explicit instruction (modeling) when students struggle 	<p>planning - in this stage of writing, students select a topic and use an appropriate organizational tool to capture and logically sequence ideas. This tool is then used to create a draft.</p> <p>revising - reworking a text in light of task, purpose, and audience considerations; compared to editing, revising is a larger-scale activity often associated with the overall substance and structure of a text.</p> <p>editing - the process of improving clarity, organization, conciseness, and appropriateness of expression relative to task, purpose, and audience; this often involves replacing or deleting words, phrases, and sentences that are awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar.</p>	<p><i>In reading tasks:</i> Students may analyze examples of how writers plan, revise, and edit their work. This could include reviewing drafts of writing with annotations or comparing examples of before-and-after revisions.</p> <p><i>In speaking/listening tasks:</i> Students may participate in small group or individual conferences with the teacher for feedback on their writing drafts. Students may be guided in identifying areas for improvement and use the feedback to strengthen their writing through planning, revising, and editing.</p> <p><i>In writing tasks:</i> Students may be provided with editing tasks that use drafts of their own writing to focus on specific conventions of writing, such as grammar, punctuation, capitalization, and spelling. Students may practice using their own drafts to identify and correct errors in sentences or paragraphs, demonstrating command of language conventions.</p>

Cornerstone Standard for W 5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Vertical Alignment

Grade Span	Standard
6	6.W.PDW.5 - With some 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 Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)
5	5.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)
4	4.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)

Standard 5.W.PDW.6

5.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1-3.

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard focuses on the use of technology to produce and present writing. This should be both an individual and a collaborative process, allowing students to interact with each other’s writing.</p> <p>At this grade level, students need individual and collaborative opportunities to use digital tools to draft, revise, edit, and share opinion, informative, or narrative writing pieces.</p> <p>Students need sufficient opportunities to practice using technology when writing as they are expected to be able to use a digital tool to complete a writing product in one sitting.</p> <p>The phrase “with some guidance and support from adults” indicates that teachers should continue to provide modeling, demonstrations, and feedback to guide students in using digital tools to produce, publish, and interact with each other’s writing. However, students should increasingly be working independently and without scaffolding when using technology to produce and publish writing.</p>	<p>technology - digital tools through which students can dynamically create, share, and collaborate, including websites, audio/video recording and editing software, cloud-based applications, smartphone applications, etc.</p> <p>publish - to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) to a broad audience either formally (as in a school’s literary magazine, a website, etc.) or informally (as on a class discussion board or online forum)</p>	<p><i>In reading tasks:</i> Students may read an informational text on an interactive website and discuss the text elements in an online chat. Students may ask questions about each other’s thinking in order to clarify or improve their understanding.</p> <p><i>In speaking/listening tasks:</i> Students may use their discussion of the text to collaborate with other students online to begin brainstorming ideas for responding in writing to the text.</p> <p><i>In writing tasks:</i> Students may draft their writing using online tools and collaborate with peers by sharing feedback and incorporating others’ feedback in their writing.</p>

Cornerstone Standard for W 6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Vertical Alignment

Grade Span	Standard
6	6.W.PDW.6 - Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
5	5.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1-3.
4	4.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1-3.

Standard 5.W.RBPK.7

5.W.RBPK.7 - Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Conduct research for the purpose of building knowledge and/or solving a problem. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Use multiple sources</i> to conduct research on a topic. <p>This standard works in tandem with standard W 8. When conducting research to answer a question, students integrate their background knowledge and experiences with information gleaned from print and digital sources on the topic.</p>	<p>research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p>	<p><i>In reading tasks:</i> Students may read a variety of texts to generate ideas for a research project. Students may record a list of different ideas presented about a given topic.</p> <p><i>In speaking/listening tasks:</i> Students may collaborate with peers to generate questions and ideas about how to solve a particular problem posed. Students may sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas.</p> <p><i>In writing tasks:</i> Students may locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources. Students may then organize their list of ideas to form an outline and create a draft explaining their solution to the problem posed.</p>

Cornerstone Standard for W 7

Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Vertical Alignment

Grade Span	Standard
6	6.W.RBPK.7 - Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
5	5.W.RBPK.7 - Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
4	4.W.RBPK.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Standard 5.W.RBPK.8

5.W.RBPK.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.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> When conducting and publishing research, integrate relevant and credible information from multiple sources while avoiding plagiarism. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Summarize or paraphrase information in notes and finished work. <p>This standard works in tandem with standard W 7. When conducting research to answer a question, students integrate their background knowledge and experiences with information gleaned from print and digital sources on the topic.</p> <p>W 8 is a parallel standard to SL 2. In both cases, students are engaging with the information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>summarize - a technique by which students express understanding of a text’s overall meaning by reconveying its essential elements, typically in chronological order; uses minimal subjective language</p> <p>paraphrase - to express the meaning of something written or spoken using one’s own words; usually intended to clarify the original text by putting it into words more easily understood</p>	<p><i>In reading tasks:</i> Students may read multiple texts from print and digital sources and determine the central ideas of the texts and explain how they are supported by key details. Students may then summarize the texts in their notes. Students may determine which sources contain the most relevant information to be included in their research.</p> <p><i>In speaking/listening tasks:</i> Students may watch or listen to multimedia sources to paraphrase their learning. Students may share their new learning with peers and provide feedback on how to incorporate this information into their paper.</p> <p><i>In writing tasks:</i> Students may use their notes summaries to write a research draft. Students may develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>

Cornerstone Standard for W 8

Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

Vertical Alignment

Grade Span	Standard
6	6.W.RBPK.8 - Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
5	5.W.RBPK.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.
4	4.W.RBPK.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

Standard 5.W.RBPK.9

5.W.RBPK.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> When conducting and publishing research, use relevant, credible evidence from source material. <p>Standard W 9 works closely with standards RL/RI 1, RI 8, and SL 3. When students strengthen their ability to analyze the use of evidence in texts, they also strengthen their ability to identify and use evidence in their own writing.</p>	<p>research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p>	<p><i>In reading tasks:</i> Students may read and integrate information from multiple texts on the same topic in order to build content knowledge and to cull the most relevant information to include as evidence in their research.</p> <p><i>In speaking/listening tasks:</i> Students may collaborate with peers to analyze the textual evidence culled and build on others’ ideas and express one’s own ideas clearly.</p> <p><i>In writing tasks:</i> In their research papers, students may focus on ensuring their reasons and evidence appropriately support their points.</p>

Cornerstone Standard for W 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vertical Alignment

Grade Span	Standard
6	6.W.RBPK.9 - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
5	5.W.RBPK.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
4	4.W.RBPK.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.

Standards 5.W.RW.10

5.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Category: Range of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard is an overarching standard that encompasses all the writing standards for this grade level. Students should be writing every day and have opportunities to write for a range of tasks, purposes, and audiences.</p> <p>In Grades K-5, it is critically important that teachers provide appropriate support for <i>writing fluency</i>.</p>	<p>writing fluency - the ability to write accurately, quickly, and with expression</p>	<p>This standard is addressed when students are routinely writing in response to tasks designed to build knowledge from texts.</p>

Cornerstone Standard for W 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 tasks, purposes, and audiences.

Vertical Alignment

Grade Span	Standard
6	6.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
5	5.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
4	4.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.