

**California State Language Arts Standards for Grade 5  
Compared to K12 Language Arts Program for Grade 5**

Strand/Topic	CA State Language Arts Standards	Coverage	K12 grade, unit, lesson
<b>CALIFORNIA CONTENT STANDARDS: READING</b>			
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT</b>	1.2 Vocabulary and Concept Development: use word origins to determine the meaning of unknown words	Full	Literature Units 1-19 Vocabulary Workshop (Level Blue)
	1.3 Vocabulary and Concept Development: understand and explain frequently used synonyms, antonyms and homographs	Full	Literature Units 1-19 Vocabulary Workshop (Level Blue)
	1.4 Vocabulary and Concept Development: know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	Full	Vocabulary Workshop (Level Blue)
	1.5 Vocabulary and Concept Development: understand and explain the figurative and metaphorical use of words in context	Full	Throughout Literature Units, for example: Literature Units 8, 11
<b>2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)</b>	2.1 Structural Features of Informational Materials: understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable	Full	Literature Units 5, 13, 10, 16
	2.2 Structural Features of Informational Materials: analyze text that is organized in sequential or chronological order	Full	Composition Unit 1 Literature Units 5, 16
	2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	Full	Literature Units 5, 13, 10, 16
	2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	Full	Literature Units 5, 13, 10, 16
	2.5 Expository Critique: distinguish facts, supported inferences, and opinions in text	Full	Composition Unit 4 Literature Unit 5
	3.1 Structural Features of Literature: identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose	Partial	Literature Units 1-17 Composition Units 1-10
	3.2 Narrative Analysis of Grade-Level-Appropriate Text: identify the main problem or conflict of the plot and how it is resolved	Full	Literature Units 1, 2, 6, 7, 10, 17, 19 Composition Unit 8

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<b>3.0 LITERARY RESPONSE AND ANALYSIS</b>	3.3 Narrative Analysis of Grade-Level-Appropriate Text: contrast the actions, motives (loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	Full	Literature Units 1, 3, 6
	3.4 Narrative Analysis of Grade-Level-Appropriate Text: understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works	Full	Literature Units 1, 3, 9, 15, 19
	3.5 Narrative Analysis of Grade-Level-Appropriate Text: describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	Full	Composition Unit 1 Literature Units 9, 11, 16
	3.6 Literary Criticism: evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	Partial	Literature Units 6, 15, 19
	3.7 Literary Criticism: evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives	Full	Literature Units 5, 14, 16
<b>CALIFORNIA CONTENT STANDARDS: WRITING</b>			
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>	1.1 Sentence Structure: identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	Full	Grammar, Usage and Mechanics Unit 10 Composition Units 1-10
	1.2 Grammar: identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns	Full	Grammar, Usage and Mechanics Units 3, 4, 6, 7, 8, 12 Composition Units 1-10
	1.3 Punctuation: use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	Full	Grammar, Usage and Mechanics Unit 1 Composition Units 1-10
	1.4 Capitalization: use correct capitalization	Full	Grammar, Usage and Mechanics Unit 1 Composition Units 1-10
	1.5 Spelling: spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	Full	Spelling Units 1-36
	1.1 Organization and Focus: create multiple-paragraph narrative compositions 1) establish and develop a situation or plot 2) describe the setting 3) present an ending	Full	Composition Unit 3

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1.0 WRITING STRATEGIES	1.2 Organization and Focus: create multiple-paragraph expository compositions 1) establish a topic, important ideas, or events in sequence or chronological order 2) provide details and transitional expressions that link one paragraph to another in a clear line of thought 3) offer a concluding paragraph that summarizes important ideas and details	Full	Composition Units 1-10
	1.3 Research and Technology: use organizational features of printed text (e.g., citations, end notes bibliographic references) to locate relevant information	Full	Composition Unit 2
	1.5 Research and Technology: use a thesaurus to identify alternative word choices and meanings	Not Covered	
	1.6 Evaluation and Revision: edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences	Full	Comp- Embedded

<b>Gap/Possibility for Covering Gap</b>
Students identify and analyze the characteristics of the literary and informational texts they read, and examine appropriateness of literary forms chosen as they look at the writer's craft before each composition unit, but the latter is not explicitly addressed.



<b>Gap/Possibility for Covering Gap</b>
Not explicitly addressed in grade 5, but addressed in grade 4 Composition Unit 1.