

3.0 Literary Response and Analysis (LR)

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 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. (RL5)

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. (RL3 Rigor)
- 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. (RL2 Rigor)
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Literary Criticism

- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- 3.7 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.

2.0 Reading Comprehension (Focus on Informational Materials) (RC)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. (RI7 Rigor)
- 2.2 Analyze text that is organized in sequential or chronological order. (RI5 Rigor)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. (RI2 Rigor)
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. (RL1, RI1 Rigor)

Expository Critique

- 2.5 Distinguish facts, supported inferences, and opinions in text.

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development (WAFV)

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. (RL4, RI4, L4, L4a but L5 is more rigorous)

Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. (RF 4b Rigor, but similar to RF3 and RF4)

Vocabulary and Concept Development

- 1.2 Use word origins to determine the meaning of unknown words. (RI4, RF3a)
- 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. (L5c Rigor)
- 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). (RI4, RF3a, L4b)
- 1.5 Understand and explain the figurative and metaphorical use of words in context. (RL4 and L5 Rigor but same as L5a)

5th Grade: California’s 2010 Common Core Content Standards for ELA—READING Coded J12

Reading Standards for Literature (RL) The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RC 2.4, WA 2.2b Rigor)
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (LR 3.4, WA 2.2a and 2.2c Rigor)
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (LR 3.3 Rigor)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) (WAFV 1.0 and 1.5)
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (LR 3.1)
6. Describe how a narrator’s or speaker’s point of view influences how events are described. (CCCS 2010)

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCCS 2010)
8. (Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCCS 2010)

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. [TBD]

Reading Standards for Informational Text (RI)

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RC 2.4 Rigor)
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RC 2.3 Rigor)
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCCS 2010)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) (WAFV 1.0, 1.2, 1.4)
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RC 2.2 Rigor)
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCCS 2010)

Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RC 2.1 Rigor)
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCCS 2010)
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCCS 2010)

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. [TBD]

Reading Standards: Foundational Skills (RF) These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. (CCCS 2010)
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCCS 2010)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. (WAFV 1.0 and 1.1 but note: “to support comprehension”)
 - a. Read on-level text with purpose and understanding. (CCCS 2010)
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (WAFV 1.1 Rigor)
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCCS 2010)

2.0 Writing Applications (Genres and Their Characteristics) (WA)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

- 2.1 Write narratives. (W3 Rigor)
 - a. Establish a plot, point of view, setting, and conflict. (W3a Rigor)
 - b. Show, rather than tell, the events of the story. (W3b Rigor)
- 2.2 Write responses to literature. (W9 Rigor)
 - a. Demonstrate an understanding of a literary work. (W9 and RL2 Rigor)
 - b. Support judgments through references to the text and to prior knowledge. (W9, RL1 Rigor)
 - c. Develop interpretations that exhibit careful reading and understanding. (W9, RL2 Rigor)
- 2.3 Write research reports about important ideas, issues, or events by using the following guidelines: (W2 Rigor)
 - a. Frame questions that direct the investigation.
 - b. Establish a controlling idea or topic. (W2a Rigor)
 - c. Develop the topic with simple facts, details, examples, and explanations. (W2b Rigor)
- 2.4 Write persuasive letters or compositions. (W1 Rigor)
 - a. State a clear position in support of a proposal. (W1a Rigor)
 - b. Support a position with relevant evidence. (W1b Rigor)
 - c. Follow a simple organizational pattern. (W1b Rigor)
 - d. Address reader concerns.

1.0 Writing Strategies (WS)

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create multiple-paragraph narrative compositions: (W3, W4 Rigor)
 - a. Establish and develop a situation or plot. (W3a Rigor)
 - b. Describe the setting. (W3b Rigor)
 - c. Present an ending. (W3e Rigor)
- 1.2 Create multiple-paragraph expository compositions: (W2, W4 Rigor)
 - a. Establish a topic, important ideas, or events in sequence or chronological order. (W2a Rigor)
 - b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. (W1c, W2c)
 - c. Offer a concluding paragraph that summarizes important ideas and details. (W1d, W2e)

Research and Technology

- 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. (W8 Rigor)
- 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks). (W6 Rigor)
- 1.5 Use a thesaurus to identify alternative word choices and meanings.

Evaluation and Revision

- 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. (W5 Rigor)

Writing Standards (W)

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C of the original Common Core ELA document.

Text Types and Purposes

1. Write opinion pieces on topics or texts, **supporting a point of view with reasons and information.** (WA 2.4 Rigor)
 - a. **Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.** (WA 2.4a Rigor)
 - b. **Provide logically ordered reasons that are supported by facts and details.** (WA 2.4b, 2.4c Rigor)
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (WS1.2b)
 - d. Provide a concluding statement or section related to the opinion presented. (WS 1.2c)
2. Write informative/explanatory texts to **examine a topic and convey ideas and information clearly.** (WA 2.3, WS 1.2 Rigor)
 - a. **Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.** (WA 2.3b, WS 1.2a Rigor)
 - b. **Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.** (WA 2.3c Rigor)
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (WS 1.2b)
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCCS 2010)
 - e. Provide a concluding statement or section related to the information or explanation presented. (WS 1.2c)
3. Write narratives to develop **real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** (WS 1.1, WA 2.1 Rigor)
 - a. **Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.** (WA 2.1a, WS 1.1a Rigor)
 - b. **Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.** (WA 2.1b, WS 1.1b Rigor)
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (WS 1.2b)
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCCS 2010)
 - e. **Provide a conclusion that follows from the narrated experiences or events.** (WS 1.1c Rigor)

Production and Distribution of Writing

4. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the **development and organization are appropriate to task, purpose, and audience.** (Grade-specific expectations for writing types are defined in standards 1–3 above.) (WS 1.1, 1.2 Rigor)
5. With guidance and support from peers and adults, **develop** and strengthen writing as needed by **planning, revising, editing, rewriting, or trying a new approach.** (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (WS 1.6 Rigor)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to **interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.** (WS 1.4 Rigor)

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCCS 2010; WA 2.3 is related but this standard focuses on doing the research not necessarily a research report addressed in W2)
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.** (WS 1.3 Rigor)
9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.** (WA 2.2 Rigor)
 - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). (CCCS 2010)
 - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). (CCCS 2010)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCCS 2010)

1.0 Written and Oral English Language Conventions (LC)

Students write and speak with a command of standard English conventions appropriate to this grade level. (L1, L2, L3 but SL 6 is more rigorous)

Sentence Structure

- 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. (L1a Rigor)

Grammar

- 1.2 Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns. (L1c Rigor)

Punctuation

- 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. (L2d)

Capitalization

- 1.4 Use correct capitalization. (L2)

Spelling

- 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly. (L2e)

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development (WAFV)

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. (L4, L4a, RL4, RI4 but L5 is more rigorous)

Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. (RF 4b Rigor, but similar to RF3 and RF4)

Vocabulary and Concept Development

- 1.2 Use word origins to determine the meaning of unknown words. (RI4, RF3a)
- 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. (L5c Rigor)
- 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). (L4b, RI4, RF3a)
- 1.5 Understand and explain the figurative and metaphorical use of words in context. (Same as L5a but L5 and RL4 are more rigorous)

Language Standards (L)

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 of the original Common Core ELA document for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** (LC 1.0)
 - a. **Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.** (LC 1.1 Rigor)
 - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. (CCCS 2010)
 - c. **Use verb tense to convey various times, sequences, states, and conditions.** (LC 1.2 Rigor)
 - d. **Recognize and correct inappropriate shifts in verb tense.*** (LC 1.2)
 - e. Use correlative conjunctions (e.g., *either/or, neither/nor*). (CCCS 2010)
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** (LC 1.0 and 1.4)
 - a. Use punctuation to separate items in a series.* (CCCS 2010)
 - b. Use a comma to separate an introductory element from the rest of the sentence. (CCCS 2010)
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*). (CCCS 2010)
 - d. **Use underlining, quotation marks, or italics to indicate titles of works.** (LC 1.3)
 - e. **Spell grade-appropriate words correctly, consulting references as needed.** (LC 1.5)

Knowledge of Language

3. **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** (LC 1.0)
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCCS 2010)
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems (CCCS 2010)

Vocabulary Acquisition and Use

4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.** (WAFV 1.0)
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (WAFV 1.0)
 - b. **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).** (WAFV 1.4)
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas.** (CCCS 2010)
5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** (WAFV 1.0 and 1.5 Rigor)
 - a. **Interpret figurative language, including similes and metaphors, in context.** (WAFV 1.5)
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCCS 2010)
 - c. **Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.** (WAFV 1.3 Rigor)
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (CCCS 2010)

1.0 Listening and Speaking Strategies (LS)

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. (SL2, SL 3 Rigor)
- 1.3 Make inferences or draw conclusions based on an oral report. (SL2, SL 3 Rigor)

Organization and Delivery of Oral Communication

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation. (SL4, SL4a Rigor)
- 1.5 Clarify and support spoken ideas with evidence and examples. (SL4, SL4a Rigor)
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Analysis and Evaluation of Oral and Media Communications

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. (SL3 Rigor)
- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

2.0 Speaking Applications (Genres and Their Characteristics) (SA)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1 Deliver narrative presentations:
 - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
 - b. Show, rather than tell, the listener what happens.
- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: (SL4 Rigor)
 - a. Frame questions to direct the investigation. (SL4 Rigor)
 - b. Establish a controlling idea or topic. (SL4 Rigor)
 - c. Develop the topic with simple facts, details, examples, and explanations. (SL4 Rigor)
- 2.3 Deliver oral responses to literature:
 - a. Summarize significant events and details.
 - b. Articulate an understanding of several ideas or images communicated by the literary work.
 - c. Use examples or textual evidence from the work to support conclusions.

5th Grade: California's 2010 Common Core Content Standards for ELA— SPEAKING and LISTENING Coded J12

Speaking and Listening Standards (SL)

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCCS 2010)
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCCS 2010)
 - b. Follow agreed-upon rules for discussions and carry out assigned roles. (CCCS 2010)
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCCS 2010)
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCCS 2010)
2. **Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** (LS 1.2 and 1.3 Rigor)
3. **Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.** (LS 1.2, 1.3, 1.7, and 1.8 Rigor)

Presentation of Knowledge and Ideas

4. **Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.** (LS1.4, LS1.5, SA 2.2 Rigor)
 - a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.** (added to CCCS 2010 by CA, but not in 1997)
 - b. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.** (added to CCCS 2010 by CA, but not in 1997)
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCCS 2010)
6. **Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)** (LC 1.0 Rigor)