

# Common Core Alignment Overview

Junior Great Books Nonfiction Inquiry activities develop students' reading, critical thinking, writing, speaking and listening, and language skills. This document details the alignment of Nonfiction Inquiry activities with the Common Core State Standards for Grade 5.

## Prereading

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### Speaking and Listening Standards

- SL.5.1. 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.
- SL.5.4. 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.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### Writing Standards

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.10. 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.

### Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.5.6. 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*).

## First Reading with Sharing Questions

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### Reading Standards: Informational Text

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.10. 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.

### Reading Standards: Foundational Skills

- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

### Speaking and Listening Standards

- SL.5.1. 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.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4. 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.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.5.6. 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*).

## Second Reading

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### Reading Standards: Informational Text

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3. 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.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.10. 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.

### Reading Standards: Foundational Skills

- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

### Writing Standards

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. 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.

## Speaking and Listening Standards

- SL.5.1. 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.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4. 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.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.6. 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*).

## Shared Inquiry Discussion

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### Reading Standards: Informational Text

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3. 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.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

## Writing Standards

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. 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.

## Speaking and Listening Standards

- SL.5.1. 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.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. 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.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4. 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.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.5.6. 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*).

## Writing

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### Reading Standards: Informational Text

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3. 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.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

### Writing Standards

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. 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.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. 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.

### Language Standards

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.6. 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*).

## Extension Activities

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### Reading Standards: Informational Text

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. 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.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5. 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.
- RI.5.7. 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.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Writing Standards

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.6. 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.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Standards

- SL.5.1. 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.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.4. 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.
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### Language Standards

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- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4. 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.
- L.5.6. 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*).