2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Reading		
LA 5.1 Students will learn and apply reading skills and strategies to comprehend text.	**LA 5.1 Students will learn and apply reading skills and strategies to comprehend text.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 5.1.1 Knowledge of Print: Concept mastered at a previous grade level	**LA 5.1.1 Concepts of Print:** *Mastered in Grade 1 and blended with other skills at this grade level.*	*N/A*
LA 5.1.2 Phonological Awareness: Concept mastered at a previous grade level	**LA 5.1.2 Phonological Awareness:** *Mastered in Grade 1 and blended with other skills at this grade level.*	*N/A*
LA 5.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	**LA 5.1.3 Word Analysis:** Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	*N/A*
LA 5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)	**LA 5.1.3.a** Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	**RF.5.3.a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA 5.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	**LA 5.1.4 Fluency:** Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	**LA 5.1.4.b** Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	**RF.5.4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA 5.1.4.b Read words and phrases accurately and automatically	**LA 5.1.3.c** *Mastered in Grade 3 and blended with other skills at this grade level.*	**RF.5.4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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LA 5.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	**LA 5.1.4.b** Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	**RF.5.4.b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	**LA 5.1.4.b** Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	**RF.5.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	**LA 5.1.5 Vocabulary**: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)	**LA 5.1.5.a** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).	**L.5.1.a** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. **L.5.4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA 5.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	**LA 5.1.5.c** Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	**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).
LA 5.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures	**LA 5.1.5.b** Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	**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. **RF.5.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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		L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **L.5.4.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. **RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)	**LA 5.1.5.d** Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	**L.7.5.b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **L.5.5.b** Recognize and explain the meaning of common idioms, adages, and proverbs. **L.5.5.c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	**LA 5.1.5.e** Determine meaning using reference materials.	**L.5.4.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.

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LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	**LA 5.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text	**LA 5.1.6.a** Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	**RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described. **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	**LA 5.1.6.b** Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	**RL.5.2** 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. **RL.5.3** 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).
LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details	**LA 5.1.6.d** Summarize and analyze a literary text and/or media, using key details to explain the theme.	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.2** 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. **RL.5.3** 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).

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LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	**LA 5.1.6.c** Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	**RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details	**LA 5.1.6.e** Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	**LA 5.1.6.j** Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	**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.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	**LA 5.1.6.f** Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	**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. **L.5.4.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. **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web

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		RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	**LA 5.1.6.g** Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	**RL.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.
LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres	**LA 5.1.6.h** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	**RL.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.
LA 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective	**LA 5.1.6.h** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	*Not Addressed*
LA 5.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources	**LA 5.1.6.i** Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	**RL/RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LA 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	**LA 5.1.6.k** Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	**RF.4.4.a** Read on-level text with purpose and understanding. **W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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LA 5.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	**LA 5.1.6.l** Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	**RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	**LA 5.1.6.m** Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	**RF.5.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text	**LA 5.1.6.n** Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	**RL/RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LA 5.1.6.p Respond to text verbally, in writing, or artistically	**LA 5.1.6.o** Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **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.

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Writing		
LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.	**LA 5.2. Writing: Students will learn and apply writing skills and strategies to communicate.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	**LA 5.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)	**LA 5.2.1.a** Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	**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.
LA 5.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) -Developing details and transitional phrases that link one paragraph to another	**LA 5.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 5.2.1.c** Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses. **LA 5.2.1.d** Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type. **LA 5.2.1.g** Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	**L.5.3.a** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **W.5.1.c** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). **W.5.2.c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). **W.5.3.c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

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LA 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	**LA 5.2.1.e** Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	**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.
LA 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	**LA 5.2.1.f** Provide oral, written, and/or digital descriptive feedback to other writers.	**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.
LA 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	**LA 5.2.1.h** Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	**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.
LA 5.2.1.f Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)	**LA 5.2.1.j** Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	**W.5.2.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. **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.
LA 5.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	**LA 5.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.	*N/A Grade level standards not aligned as a part of the MCREL study.*

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LA 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	**LA 5.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 5.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. **LA 5.2.2.c** Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses. **LA 5.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)	**LA 5.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 5.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses. **LA 5.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	

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LA 5.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)	**LA 5.2.1.b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. **LA 5.2.2.a** Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. **LA 5.2.2.c** Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses. **LA 5.2.2.d** Use precise word choice and domain-specific vocabulary to write in a variety of modes.	**W.5.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.5.3.d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)	**LA 5.2.1 b** Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	**W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA 5.2.2.e Analyze models and examples (own and others') of various genres to create a similar piece	**LA 5.2.2.e** Compare various mentor texts and/or exemplars to create a similar piece.	**Not Addressed**

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Speaking and Listening		
LA 5.3 Students will learn and apply speaking and listening skills and strategies to communicate.	**LA 5. 3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.**	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 5.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	**LA 5.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	**LA 5.3.1.a** Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	**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.
LA 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	**LA 5.3.1.b** Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	**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.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)	**LA 5.3.1.c** Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	**SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA 5.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.	**LA 5.3.2 Listening:** Students will develop and apply active listening skills across a variety of situations.	*N/A Grade level standards not aligned as a part of the MCREL study.*

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LA 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	**LA 5.3.2.a** Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.	**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.
LA 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information	**LA 5.3.3.d** Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. **LA 5.3.1.e** Ask pertinent questions to acquire or confirm information.	**SL.5.1.c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA 5.3.2.c Listen to, summarize and interpret message and purpose of information being communicated	**LA 5.3.3.d** Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study. **LA 5.3.2.b** Identify the purpose and credibility of information being presented in diverse media and formats.	**SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA 5.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.	**LA 5.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 5.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	**LA 5.3.3.b** Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	*Not Addressed*
LA 5.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	**LA 5.3.3.c** Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	**SL.5.1.b** Follow agreed-upon rules for discussions and carry out assigned roles. **SL.5.1.c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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LA 5.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	**LA 5.3.3.e** Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives. **LA 5.3.1.e** Ask pertinent questions to acquire or confirm information.	**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.5.1.c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **SL.5.1.d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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Multiple Literacies		
LA 5.4 Multiple Literacies: Students will identify, locate, and evaluate information.	**LA 5.4 Multiple Literacies:** Students will apply information fluency and practice digital citizenship.	*Comprehensive standards not aligned as a part of the MCREL study.*
LA 5.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	**LA 5.4.1 Information Fluency:** Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	*N/A Grade level standards not aligned as a part of the MCREL study.*
LA 5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)	**LA 5.4.1.a** Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	**WL.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **W.5.8** 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.
LA 5.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)	**LA 5.4.1.b** Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	**W.5.8** 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.
LA 5.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)	**LA 5.4.2.a** Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	*Not Addressed*
LA 5.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	**LA 5.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	*Not Addressed*

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
LA 5.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)	**LA 5.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	*Not Addressed*
LA 5.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	**LA 5.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA 5.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	**LA 5.4.2.b** Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	**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.