

# Environmental Studies Program

## Florida Common Core State Standards - Grade 5

Standard Code	Description (w/Cognitive Complexity and Cluster)
LACC.5.RL.1.1	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Cognitive Complexity: Level 2: Basic Application of Skills and Concepts) (Cluster 1: Key Ideas and Details)</p>
LACC.5.RL.1.2	<p>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. (Cognitive Complexity: Level 3: Strategic Thinking &amp; Complex Reasoning) (Cluster 1: Key Ideas and Details)</p>
LACC.5.RL.2.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts) (Cluster 2: Craft and Structure)</p>
LACC.5.RL.4.10	<p>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. (Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts) (Cluster 4: Range of reading and Level of Text Complexity)</p>

- LACC.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
(Cognitive Complexity: Level 1: Recall)  
(Cluster 3: Phonics and Word Recognition)
- LACC.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension  
(Cognitive complexity: Level 2: Basic Application of Skills and concepts)  
(Cluster 4: Fluency)
- LACC.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)  
(Cluster 1: Key Ideas and Details)
- LACC.5.RI.1.3 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.  
(Cognitive Complexity: Level 3: Strategic thinking & complex reasoning)  
(Cluster 1: Key Ideas and Details)
- LACC.5.RI.2.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.  
(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)  
(Cluster 2: Craft and Structure)
- LACC.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  
(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)  
(Cluster 3: Integration of Knowledge and Ideas)
- LACC.5.RI.4.10 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.  
(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)  
(Cluster 4: Range of Reading and Level of Text Complexity)

LACC.5.W.2.4	<p>Produce clear and coherent writing 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)</p> <p>(Cognitive Complexity: Level 3: Strategie Thinking &amp; Complext Reasoning)</p> <p>(Cluster 2: Production and Distribution of Writing)</p>	
LACC.5.SL.1.1	<p>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.</p> <p>*Comes to discussions prepared, having read or studies required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. *Follow agreed-upon rules for discussions and carry out assigned roles. *Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>(Cognitive complexity: Level 3: Strategic Thinking &amp; Complex Reasoning)</p> <p>(Cluster 1: Comprehension and Collaboration)</p>	
LACC.5.SL.1.2	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>(Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts)</p> <p>(Cluster 1: Comprehension and Collaboration)</p>	*worksheets ??
LACC.5.SL. 1.3	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>(Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts)</p> <p>(Cluster 1: Comprehension and Collaboration)</p>	
LACC.5.SL.2.6	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>(Cognitive Complexity: Level 2: Basic Application of Skills &amp; Concepts)</p> <p>(Cluster 2: Presentation of Knowledge and Ideas)</p>	

LACC.5.L.1.2

Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing. \*Use punctuation marks to separate items in a series. \*Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentences, and to indicate direct address. \*Use underlining, quotation marks, or italics to indicate titles of works. \*Spell grade-appropriate words correctly, consulting references as needed.  
(Cognitive Complexity: Level 1: Recall)  
(Cluster 1: Conventions of Standard English)

LACC.5.L.3.4

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. \*Use Context (i.e. cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase. \*Use common grade-appropriate Greek and Latin affixes and roots as clues to meaning of a word (i.e. photograph, photosynthesis). \*Consult reference materials both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  
(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts)  
(Cluster 3: Vocabulary Acquisition and Use)

LACC.5.L.3.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (ie. However, although, nevertheless, similarly, moreover, in addition).  
(Cognitive Complexity: level 1: Recall) (Cluster 3: Vocabulary Acquisition and Use)

