



Grade	CCSS id	CCSS text	DRA3 measure(s)
5	C.5.RL.	Key Ideas and Details	
5	CC.5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	BA - Summary PM - Comprehension: Retelling, Summarizing, Main Idea and Details
5	CC.5.RL.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.	BA - Summary PM - Comprehension: Character/ Setting/Plot, Compare and Contrast, Sequence of Events
5	CC.5.RL.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).	PM - Comprehension: Compare and Contrast
5	C.5.RL.	Craft and Structure	
5	CC.5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	BA - Literal Comprehension PM - Vocabulary: Multiple-Meaning Words, Context clues
5	CC.5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
5	CC.5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	
5	C.5.RL.	Integration of Knowledge and Ideas	
5	CC.5.RL.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).	
5	CC.5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
5	C.5.RL.	Range of Reading and Complexity of Text	
5	CC.5.RL.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.	
5	CC.5.RI.	Key Ideas and Details	
5	CC.5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	BA - Summary PM - Comprehension: Retelling, Summarizing, Main Idea and Details
5	CC.5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	BA - Summary PM - Comprehension: Character/ Setting/Plot, Compare and Contrast, Sequence of Events
5	CC.5.RI.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.	BA - Reflection, Interpretation, Literal Comprehension PM - Comprehension: Character/ Setting/Plot, Sequence of Events
5	CC.5.RI.	Craft and Structure	
5	CC.5.RI.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.	
5	CC.5.RI.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.	
5	CC.5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
5	CC.5.RI.	Integration of Knowledge and Ideas	
5	CC.5.RI.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.	
5	CC.5.RI.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).	BA - Reflection, Interpretation, Literal Comprehension
5	CC.5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	

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5	CC.5.RI.	Range of Reading and Complexity of Text	
5	CC.5.RI.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.	
5	CC.5.RF.	Phonics and Word Recognition	
5	CC.5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	WA - Decoding PM - Word Reading: Vowels, Word Structure
5	CC.5.RF.3a	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.	WA - Syllabication PM - Word Reading: Vowels, Word Structure
5	CC.5.RF.	Fluency	
5	CC.5.RF.4	Read with sufficient accuracy and fluency to support comprehension.	BA - Phrasing, Expression, Rate, Accuracy PM - Rate; Accuracy
5	CC.5.RF.4a	Read grade-level text with purpose and understanding.	BA - Interpretation
5	CC.5.RF.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
5	CC.5.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	BA - Accuracy PM - Accuracy
5	CC.5.W.	Text Types and Purposes	
5	CC.5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
5	CC.5.W.1a	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.	
5	CC.5.W.1b	Provide logically ordered reasons that are supported by facts and details.	
5	CC.5.W.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
5	CC.5.W.1d	Provide a concluding statement or section related to the opinion presented.	
5	CC.5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
5	CC.5.W.2a	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.	
5	CC.5.W.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
5	CC.5.W.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
5	CC.5.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
5	CC.5.W.2e	Provide a concluding statement or section related to the information or explanation presented.	
5	CC.5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
5	CC.5.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
5	CC.5.W.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
5	CC.5.W.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
5	CC.5.W.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
5	CC.5.W.3e	Provide a conclusion that follows from the narrated experiences or events.	

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5	CC.5.W.	Production and Distribution of Writing	
5	CC.5.W.4	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 above.)	
5	CC.5.W.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 1–3up to and including grade 5 on page 29.)	
5	CC.5.W.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.	
5	CC.5.W.	Research to Build and Present Knowledge	
5	CC.5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
5	CC.5.W.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.	
5	CC.5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	BA - Reflection, Interpretation, Literal Comprehension
5	CC.5.W.9a	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]”).	
5	CC.5.W.9b	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]”).	
5	CC.5.W.	Range of Writing	
5	CC.5.W.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.	
5	CC.5.SL.	Comprehension and Collaboration	
5	CC.5.SL.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.	
5	CC.5.SL.1a	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.	
5	CC.5.SL.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	
5	CC.5.SL.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
5	CC.5.SL.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
5	CC.5.SL.2	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
5	CC.5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
5	CC.5.SL.	Presentation of Knowledge and Ideas	
5	CC.5.SL.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.	
5	CC.5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
5	CC.5.SL.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 on page 28 for specific expectations.)	

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5	CC.5.L.	Conventions of Standard English	
5	CC.5.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
5	CC.5.L.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
5	CC.5.L.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
5	CC.5.L.1c	Use verb tense to convey various times, sequences, states, and conditions.	
5	CC.5.L.1d	Recognize and correct inappropriate shifts in verb tense.	
5	CC.5.L.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	
5	CC.5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5	CC.5.L.2a	Use punctuation to separate items in a series.	
5	CC.5.L.2b	Use a comma to separate an introductory element from the rest of the sentence.	
5	CC.5.L.2c	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?).	
5	CC.5.L.2d	Use underlining, quotation marks, or italics to indicate titles of works.	
5	CC.5.L.2e	Spell grade-appropriate words correctly, consulting references as needed.	
5	CC.5.L.	Knowledge of Language	
5	CC.5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
5	CC.5.L.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
5	CC.5.L.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
5	CC.5.L.	Vocabulary Acquisition and Use	
5	CC.5.L.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.	PM - Vocabulary: Multiple-Meaning Words
5	CC.5.L.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	PM - Vocabulary: Context Clues
5	CC.5.L.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	PM - Vocabulary: Prefixes, Suffixes, Roots
5	CC.5.L.4c	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.	
5	CC.5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	PM - Vocabulary: Multiple-Meaning Words
5	CC.5.L.5a	Interpret figurative language, including similes and metaphors, in context.	PM - Vocabulary: Multiple-Meaning Words, Context clues
5	CC.5.L.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	
5	CC.5.L.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	PM - Vocabulary: Multiple-Meaning Words
5	CC.5.L.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).	PM - Vocabulary: Context Clues

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