

Main Criteria: Frontiers in Writing

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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Lesson 02: Unit 2 Writing from Notes, p. 19-28

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
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STRAND **AZ.5.RF.** **Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
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STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

STRAND AZ.5.RF. Reading Standards: Foundational Skills

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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Lesson 04: Unit 2 Writing from Notes, p. 35-42

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
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STRAND **AZ.5.RF.** **Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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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STRAND **AZ.5.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION

5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION

5.L.4.b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION

5.L.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

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).

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND **AZ.5.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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STRAND **AZ.5.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

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Language Arts

Grade 5 - Adopted: 2016

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.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.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION 5.L.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

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STRAND **AZ.5.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.

STRAND **AZ.5.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

STRAND **AZ.5.RF.** **Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.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.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

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Grade 5 - Adopted: 2016

STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.

STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

STRAND AZ.5.RF. Reading Standards: Foundational Skills

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION 5.L.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

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Grade 5 - Adopted: 2016

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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).

Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
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STRAND **AZ.5.RF.** **Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.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.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

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Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE / GRADE LEVEL EXPECTATION

5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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OBJECTIVE / GRADE LEVEL EXPECTATION

5.L.4.b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

OBJECTIVE / GRADE LEVEL EXPECTATION

5.L.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.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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OBJECTIVE / GRADE LEVEL EXPECTATION

5.L.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

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).

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Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.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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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Lesson 13: Unit 5 Writing from Pictures, p. 111-116

STRAND **AZ.5.RL.** **Reading Standards for Literature****CONCEPT / STANDARD** **Integration of Knowledge and Ideas**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.7.	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
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STRAND **AZ.5.W.** **Writing Standards****CONCEPT / STANDARD** **Production and Distribution of Writing**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
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STRAND **AZ.5.SL.** **Speaking and Listening Standards****CONCEPT / STANDARD** **Comprehension and Collaboration**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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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STRAND **AZ.5.SL.** **Speaking and Listening Standards****CONCEPT / STANDARD** **Presentation of Knowledge and Ideas**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.L.** **Language Standards****CONCEPT / STANDARD** **Conventions of Standard English**

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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Lesson 14: Unit 5 Writing from Pictures, p.117-122

Arizona's College and Career Ready Standards		
Language Arts		
Grade 5 - Adopted: 2016		
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.7.	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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Lesson 15: Unit 5 Writing from Pictures, p.123-130

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.7.	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
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STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
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STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND	AZ.5.L.	Language Standards
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CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RI.	Reading Standards for Informational Text
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CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND	AZ.5.RI.	Reading Standards for Informational Text
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CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND	AZ.5.RI.	Reading Standards for Informational Text
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CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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STRAND	AZ.5.RI.	Reading Standards for Informational Text
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CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
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STRAND **AZ.5.RF.** **Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

Language Arts

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STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD Key Ideas and Details

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD Craft and Structure

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD Integration of Knowledge and Ideas

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD Range of Reading and Level of Text Complexity

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
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STRAND AZ.5.RF. Reading Standards: Foundational Skills

CONCEPT / STANDARD Fluency

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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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STRAND **AZ.5.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.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.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STRAND	AZ.5.L.	Language Standards
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CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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Lesson 20: Unit 7 Inventive Writing, p. 165-172

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.W.	Writing Standards
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CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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STRAND	AZ.5.W.	Writing Standards
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CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Lesson 21: Unit 7 Inventive Writing, p. 173-180

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

Lesson 22: Unit 7 Inventive Writing, p. 181-188

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
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STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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STRAND **AZ.5.SL.** **Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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Lesson 23: Unit 7 Inventive Writing, p. 189-196

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND **AZ.5.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

Lesson 24: Unit 8 Formal Essay Models, p. 197-206

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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).
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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.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.

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND **AZ.5.RL.** **Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND **AZ.5.RI.** **Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND AZ.5.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).

STRAND AZ.5.L. Language Standards

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

Lesson 27: Unit 9 Formal Critique, p. 223-232

Language Arts

Grade 5 - Adopted: 2016

STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD Key Ideas and Details

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
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STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD Range of Reading and Level of Text Complexity

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
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STRAND AZ.5.RF. Reading Standards: Foundational Skills

CONCEPT / STANDARD Fluency

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
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STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
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Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.b.	Provide logically ordered reasons that are supported by facts and details.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

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Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).

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Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.b.	Provide logically ordered reasons that are supported by facts and details.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

STRAND **AZ.5.W.** **Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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 1–3 up to and including grade 5.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	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).