

Main Criteria: Frontiers in Writing

Secondary Criteria: California Content Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
FOUNDATION / PROFICIENCY LEVEL	SL.5.4.a.	Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 02: Unit 2 Writing from Notes, p. 19-28

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 03: Unit 2 Writing from Notes, p. 29-34

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R F.5.** **Reading Standards: Foundational Skills**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5.** **Writing Standards**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Key Ideas and Details**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Craft and Structure**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Key Ideas and Details**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Craft and Structure**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
FOUNDATION / PROFICIENCY LEVEL	SL.5.4.a.	Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL.A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5. Writing Standards**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL W.5.9.a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5. Writing Standards**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5. Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL SL.5.1.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.

FOUNDATION / PROFICIENCY LEVEL SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

FOUNDATION / PROFICIENCY LEVEL SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5. Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL L.5.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

FOUNDATION / PROFICIENCY LEVEL L.5.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**CONTENT
STANDARD /
DOMAIN / PART**

**CA.CC.L.
5.**

Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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California Content Standards

Language Arts

Grade 5 - Adopted: 2013

**CONTENT
STANDARD /
DOMAIN / PART**

**CCSS.EL
A-
Literacy.
CCRA.R.**

College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**CONTENT
STANDARD /
DOMAIN / PART**

**CCSS.EL
A-
Literacy.
CCRA.R.**

College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT
STANDARD /
DOMAIN / PART**

**CCSS.EL
A-
Literacy.
CCRA.R.**

College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
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PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.5.2.	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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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R F.5.** **Reading Standards: Foundational Skills**

PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION / PROFICIENCY LEVEL RF.5.4.a. Read on-level text with purpose and understanding.

FOUNDATION / PROFICIENCY LEVEL RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5.** **Writing Standards**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

FOUNDATION / PROFICIENCY LEVEL W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

FOUNDATION / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

FOUNDATION / PROFICIENCY LEVEL W.5.2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

FOUNDATION / PROFICIENCY LEVEL W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOUNDATION / PROFICIENCY LEVEL W.5.2.e. Provide a concluding statement or section related to the information or explanation presented.

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5.** **Writing Standards**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND W.5.4. Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA

EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL L.5.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

FOUNDATION / PROFICIENCY LEVEL L.5.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R F.5.** **Reading Standards: Foundational Skills**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5.** **Writing Standards**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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California Content Standards

Language Arts

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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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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FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL.5.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

FOUNDATION / PROFICIENCY LEVEL	SL.5.4.a.	Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L.5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL.A-Literacy.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.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 tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5. Writing Standards**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5. Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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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FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5. Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5. Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 15: Unit 5 Writing from Pictures, p.123-130

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

FOUNDATION / PROFICIENCY LEVEL	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
FOUNDATION / PROFICIENCY LEVEL	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R F.5.** **Reading Standards: Foundational Skills**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5.** **Writing Standards**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. 5.** **Writing Standards**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
FOUNDATION / PROFICIENCY LEVEL	SL.5.4.a.	Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
FOUNDATION / PROFICIENCY LEVEL	SL.5.4.a.	Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

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CONTENT STANDARD / DOMAIN / PART	CCSS.EL.A-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 20: Unit 7 Inventive Writing, p. 165-172

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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

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Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Text Types and Purposes**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Production and Distribution of Writing**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Range of Writing**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.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 tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE **Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Key Ideas and Details**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Craft and Structure**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE **Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Text Types and Purposes**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Production and Distribution of Writing**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE **Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
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PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / SUBSTRAND	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
FOUNDATION / PROFICIENCY LEVEL	W.5.1.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.

FOUNDATION / PROFICIENCY LEVEL	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOUNDATION / PROFICIENCY LEVEL	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN / PART	CA.CC.W.5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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California Content Standards

Language Arts

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL .5.** **Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. 5.** **Language Standards**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy. CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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 tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.5.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / SUBSTRAND	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.5.	Reading Standards: Foundational Skills

PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION / PROFICIENCY LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

FOUNDATION / PROFICIENCY LEVEL	W.5.1.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.
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FOUNDATION / PROFICIENCY LEVEL	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
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FOUNDATION / PROFICIENCY LEVEL	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
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CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA
EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 5.	Writing Standards
PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 5.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
FOUNDATION / PROFICIENCY LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT
STANDARD /
DOMAIN / PART**

**CA.CC.L.
5.**

Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**CONTENT
STANDARD /
DOMAIN / PART**

**CA.CC.L.
5.**

Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).