Main Criteria: Frontiers in Writing

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.2.	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. e.	Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018			
CONTENT		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.5.1.	Oral Expression and Listening	

STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
	RW.5.2.	Reading for All Purposes Apply strategies to interpret and analyze various types of informational texts.
AREA	RW.5.2.	
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.2.2. RW.5.2.2. RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.2.2. RW.5.2.2. a.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Key Ideas and Details to: Determine two or more main ideas of a text and explain how they are supported by key details;
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.5.2.2. a. RW.5.2.2. a.ii.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Key Ideas and Details to: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.5.2.2. a. RW.5.2.2. a.ii. RW.5.2.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Key Ideas and Details to: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2) Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.2.2. a. RW.5.2.2. a.ii. RW.5.2.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Key Ideas and Details to: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2) Reading for All Purposes Apply strategies to interpret and analyze various types of informational texts.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
		the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.5.2.3. b.	
AND SKILLS / EVIDENCE OUT COMES EVIDENCE		Evidence Outcomes
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	b. RW.5.2.3.	Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	b. RW.5.2.3. b.i. RW.5.2.3.	Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) Read grade-level text with purpose and understanding. (CCSS: RF.5.4a) Use context to confirm or self-correct word recognition and understanding, rereading as
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	b. RW.5.2.3. b.i. RW.5.2.3. b.iii.	Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) Read grade-level text with purpose and understanding. (CCSS: RF.5.4a) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	b. RW.5.2.3. b.i. RW.5.2.3. b.iii. RW.5.2.	Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) Read grade-level text with purpose and understanding. (CCSS: RF.5.4a) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c) Reading for All Purposes Apply knowledge of word meanings (morphology) and word relationships to determine

INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
	RW.5.3.4.	Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
AREA		Apply understanding of the conventions of standard English grammar, usage, and
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.5.3.4. a. RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.5.3.4. a. RW.5.3.4. a.iv.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.5.3.4. a. RW.5.3.4. a.iv.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.3.4. a. RW.5.3.4. a.iv.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
CTANDADD	DW F 2 2	Apply strategies to interpret and analyze various types of informational texts.
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.

CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
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OUTCOMES	e.	(CCSS: W.5.2e)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
AND SKILLS / EVIDENCE OUT COMES		Produce clear and coherent writing in which the development and organization are appropriate to
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE EVIDENCE	c. RW.5.3.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4) With guidance and support from peers and adults, develop and strengthen writing as needed by
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	c. RW.5.3.4. d.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5) 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
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	c. RW.5.3.4. d. RW.5.3.4. f.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5) 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. (CCSS.W.5.10)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	c. RW.5.3.4. d. RW.5.3.4. f.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5) 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. (CCSS.W.5.10) Research Inquiry and Design Research to locate, summarize, synthesize and document information from print and
AND SKILLS / EVIDENCE OUT COMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	c. RW.5.3.4. d. RW.5.3.4. f.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5) 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. (CCSS.W.5.10) Research Inquiry and Design Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)

INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEDES		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)

Language, it is		
Grade 5 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

EVIDENCE OUTCOMES	RW.5.1.1. d.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.2.	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. e.	Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.
CONTENT	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.
CONTENT AREA	RW.5.2.	Reading for All Purposes
	RW.5.2.1	Reading for All Purposes Apply strategies to interpret and analyze various types of literary texts.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply strategies to interpret and analyze various types of literary texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.2.1. b.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: 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;
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.5.2.1. b. RW.5.2.1. b.ii.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: 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. (CCSS: RL.5.2)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.5.2.1. b. RW.5.2.1. b.ii.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: 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. (CCSS: RL.5.2) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.2.1. b. RW.5.2.1. b.ii.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: 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. (CCSS: RL.5.2) Reading for All Purposes Apply strategies to interpret and analyze various types of literary texts.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Colorado Academic Standards (CAS)

		Language Arts
		Grade 5 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)

INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.iii.	Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
EVIDENCE OUTCOMES	RW.5.3.3. c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
EVIDENCE OUTCOMES	RW.5.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUTCOMES		
	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
OUTCOMES		
OUTCOMES EVIDENCE OUTCOMES	b. RW.5.3.4.	punctuation, and spelling when writing. (CCSS: L.5.2)
OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.5.3.4. b.v.	punctuation, and spelling when writing. (CCSS: L.5.2) Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	b. RW.5.3.4. b.v. RW.5.3.	punctuation, and spelling when writing. (CCSS: L.5.2) Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and
OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	b. RW.5.3.4. b.v. RW.5.3.	punctuation, and spelling when writing. (CCSS: L.5.2) Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

EVIDENCE OUTCOMES RW.5.3.4. f. 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. (CCSS.W.5.10)

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

Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.1. b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. e.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.1. e.i.	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. (CCSS: RL.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
INDICATOR	RW.5.2.3. d.iii.	Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
EVIDENCE OUTCOMES	RW.5.3.3. c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
EVIDENCE OUTCOMES	RW.5.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.5.3.4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)

INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.	

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.1. e.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.1. e.i.	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. (CCSS: RL.5.10)
CONTENT	RW.5.2.	Deading for All Downson
CONTENT AREA	RW.5.2.	Reading for All Purposes
	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
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STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.2.3. b. RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.5.2.3. b. RW.5.2.3. b.i.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) Read grade-level text with purpose and understanding. (CCSS: RF.5.4a) Use context to confirm or self-correct word recognition and understanding, rereading as
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STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.2.3. b. RW.5.2.3. b.i. RW.5.2.3. b.iii.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) Read grade-level text with purpose and understanding. (CCSS: RF.5.4a) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c) Reading for All Purposes Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

EVIDENCE OUTCOMES	RW.5.3.3. c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
EVIDENCE OUTCOMES	RW.5.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design

STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

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

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)

INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		

EVIDENCE of Section of Knowledge and Ideas to: NDICATOR RW.5.2.2 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RIS.8) RW.5.2.2 Reading for All Purposes AREA STANDARD RW.5.2.2. Apply strategies to interpret and analyze various types of informational texts. CONCEPTS AND SKILLS? EVIDENCE OUT COMES RW.5.2.2. Use Range of Reading and Complexity of Text to: d. 1. Service out complexity of Text to: d. 1. Service out complexity of Text to: d. 1. Service out complexity and protected informational texts, including history/social studies, and principle into the fight end of the grades 4-5 text complexity band protecterly, (CCSS: RIS.10) CONTENT RW.5.2.3 Reading for All Purposes AREA STANDARD RW.5.2.3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. CONCEPTS AND SKILLS? EVIDENCE B. RW.5.2.3. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RE5.4) INDICATOR RW.5.2.3. Read grade-level text with purpose and understanding, (CCSS: RE5.4a) INDICATOR RW.5.2.3. Lise context to confirm or self-correct word recognition and understanding, rereading as necessary, (CCSS: RE5.4c) CONCEPTS AND ARD RW.5.2.3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. CONCEPTS RW.5.2.3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. CONCEPTS RW.5.2.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases out context. CONCEPTS RW.5.2.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on page 48 seading and context, choosing flexibly from a range of strategies. CONTENT RW.5.2.3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of u			
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DUTCOMES INDICATOR RW.5.2.2. 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. (CCSS: RI5.10) RW.5.2. Reading for All Purposes STANDARD RW.5.2.3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes EVIDENCE OUTCOMES EVIDENCE OUTCOMES RW.5.2.3. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) INDICATOR RW.5.2.3. Read grade-level text with purpose and understanding. (CCSS: RF.5.4a) INDICATOR RW.5.2.3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c) CONTENT AREA STANDARD RW.5.2.3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes EVIDENCE OUTCOMES CONCEPTS AND SKILLS (EVIDENCE OUTCOMES) INDICATOR RW.5.2.3. 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. (CCSS: L5.4a) INDICATOR RW.5.2.3. Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L5.4a) CONTENT AREA STANDARD RW.5.2. Reading for All Purposes AREA STANDARD RW.5.2.3. Apply knowledge of word meanings (morphology) and word relationships to determine to the meaning of a word or phrase. (CCSS: L5.4a)	AND SKILLS / EVIDENCE		Evidence Outcomes
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		RW.5.2.	Reading for All Purposes
	STANDARD	RW.5.2.3.	

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)

	Grade 5 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
CONTENT AREA	RW.5.1.	Oral Expression and Listening	
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)	
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)	
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)	
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)	
		Oral Expression and Listening	
CONTENT AREA	RW.5.1.	Of all Expression and Listening	

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.5.2.2.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
INDICATOR	RW.5.2.3. d.iii.	Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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Colorado Academic Standards (CAS)

Language Arts

Grade **5** - Adopted: **2018**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.

CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUTCOMES		Evidence outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
INDICATOR	RW.5.2.3. d.iii.	Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
	D.	punctuation, and spenning when writing. (5555. E.S.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
INDICATOR CONTENT AREA	RW.5.3.4.	
CONTENT	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT	RW.5.3.4. b.v. RW.5.3.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and

EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)

INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
INDICATOR	RW.5.2.3. d.iii.	Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)

EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.2.	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. e.	Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. d.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.1. d.i.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

Lesson 14: Unit 5 Writing from Pictures, p.117-122

Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening

CONCEPTS AND SRILLS: EVIDENCE CONTENT AREA RW.5.1.1. Collaborate in discussions that serve various purposes and address various situations. Evidence Outcomes BW.5.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teleas and corpressing their own clearly, (CCSS: SL.5.1) RNDICATOR RW.5.1.1. Come to discussions pepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. RW.5.1.1. Pollow agreed-upon nales for discussions and carry out assigned miles. (CCSS: SL.5.1) INDICATOR RW.5.1.1. Pollow agreed-upon nales for discussions and carry out assigned miles. (CCSS: SL.5.1) RW.5.2. Reading for All Purposes STANDARD RW.5.2.1. Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes EVIDENCE OUTCOMES RW.5.2.1. Use Integration of Knowledge and Ideas to: (I) CONCEPTS AND SRILLS: INDICATOR RW.5.2.1. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (or example: graphic rovel, multimedia presentation of tiction, toldade, myth, poem). (CCSS: RLS.7) CONTENT RW.5.2.1. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. CONCEPTS AND SRILLS: TOUTCOMES RW.5.2.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.LS.5.2) INDICATOR RW.5.2.3. Use the relationship between particular words (for example: synonyms, antonyms, homopraphs) to better understand each of the words. (CCSS.LS.5.2) RW.5.2.3. Write information or a well-developed topic, using precise language and domain-specific vocabulary. Evidence Outcomes Evidence			
AND SKILLS EVIDENCE COUTCOMES RW.5.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lod) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clarify. (CCSS: SL.5.1) INDICATOR RW.5.1.1. Come to discussions prepared, having read or stadled required material, explicitly graw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.5.1a) INDICATOR RW.5.1.1. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b) INDICATOR RW.5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c) CONTENT RW.5.2. Reading for All Purposes RW.5.2.1. Apply strategies to interpret and analyze various types of literary texts. CONCEPTS AND SKILLS / Evidence Outcomes EVIDENCE OUTCOMES RW.5.2.1. Use Integration of Knowledge and Ideas to: d. Discussions and relationships to determine the meaning, tone, or beauty of a text for example: graphic rovel, multimedia presentation of faction. folicitie, myth, poem). (CCSS: RL.5.7) RW.5.2.3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. CONCEPTS AND SKILLS / Evidence Outcomes EVIDENCE OUTCOMES LVIDENCE OUTCOMES LVIDENCE OUTCOMES LVIDENCE OUTCOMES RW.5.2.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5.2) INDICATOR RW.5.2.3. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary. Evidence Outcomes	STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
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AND SKILLS / EVIDENCE	STANDARD	RW.5.3.2.	features to group related information on a well-developed topic, using precise
	AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
EVIDENCE OUTCOMES	RW.5.3.3. c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
EVIDENCE OUTCOMES	RW.5.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES	RW.5.4.1.	
CONCEPTS AND SKILLS / EVIDENCE	RW.5.4.1. RW.5.4.1. b.	digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.4.1.	digital sources, and communicate findings appropriately. Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work,

Lesson 15: Unit 5 Writing from Pictures, p.123-130

Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
	RW.5.2.	Reading for All Purposes Apply strategies to interpret and analyze various types of literary texts.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply strategies to interpret and analyze various types of literary texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.2.1. d.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS:
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.5.2.1. d. RW.5.2.1. d.i.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.5.2.1. d. RW.5.2.1. d.i.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7) Reading for All Purposes Apply knowledge of word meanings (morphology) and word relationships to determine
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.2.1. d. RW.5.2.1. d.i.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7) Reading for All Purposes Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
EVIDENCE OUTCOMES	RW.5.3.3. c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
EVIDENCE OUTCOMES	RW.5.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)

INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

Colorado Academic Standards (CAS)

Language Arts

Grade **5** - Adopted: **2018**

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.2.	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. e.	Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9) $$
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)

INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT	DW F 0	Deading for All Durnages
CONTENT AREA	RW.5.2.	Reading for All Purposes
	RW.5.2.	Apply strategies to interpret and analyze various types of informational texts.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply strategies to interpret and analyze various types of informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.2.2. b.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.5.2.2. b. RW.5.2.2. b.i.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.5.2.2. b. RW.5.2.2. b.i.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4) Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.2.2. b. RW.5.2.2. b.i.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4) Reading for All Purposes Apply strategies to interpret and analyze various types of informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.5.2.2. b RW.5.2.2. b.i. RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4) Reading for All Purposes Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
	RW.5.2.3.	Reading for All Purposes Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
AREA		Apply knowledge of word meanings (morphology) and word relationships to determine
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes 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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.2.3. d. RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes 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. (CCSS: L.5.4) Use context (for example: cause/effect relationships and comparisons in text) as a clue to the
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.5.2.3. d. RW.5.2.3. d.i.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes 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. (CCSS: L.5.4) Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.5.2.3. d. RW.5.2.3. d.i.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes 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. (CCSS: L.5.4) Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a) Reading for All Purposes Apply knowledge of word meanings (morphology) and word relationships to determine
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.2.3. d. RW.5.2.3. d.i.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context. Evidence Outcomes 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. (CCSS: L.5.4) Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a) Reading for All Purposes Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.5.3.4.	
CONCEPTS AND SKILLS / EVIDENCE	RW.5.3.4. RW.5.3.4. a.	mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.5.3.4.	mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.3.4. a.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and interjections in general and their function in
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.5.3.4. a. RW.5.3.4. a.i.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.5.3.4. a.i. RW.5.3.4. a.i.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	RW.5.3.4. a.i. RW.5.3.4. a.iv. RW.5.3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.3.4. a.i. RW.5.3.4. a.iv. RW.5.3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.2.	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. e.	Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)

INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEDES		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
INDICATOR	RW.5.2.3. d.iii.	Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.5.3.4.	
CONCEPTS AND SKILLS / EVIDENCE	RW.5.3.4. RW.5.3.4. c.	mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.3.4.	mechanics to make meaning clear and to strengthen style. Evidence Outcomes Produce clear and coherent writing in which the development and organization are appropriate to

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Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
••••	RW.5.2.1.	Reading for All Purposes Apply strategies to interpret and analyze various types of literary texts.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply strategies to interpret and analyze various types of literary texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.2.1. b.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.5.2.1. b. RW.5.2.1. b.i.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.5.2.1. b. RW.5.2.1. b.i.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1) Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.2.1. b. RW.5.2.1. b.i.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1) Reading for All Purposes Apply strategies to interpret and analyze various types of informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.2.1. b. RW.5.2.1. b.i. RW.5.2.2.	Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1) Reading for All Purposes Apply strategies to interpret and analyze various types of informational texts. Evidence Outcomes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.i.	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. (CCSS: RI.5.7)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

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

Colorado Academic Standards (CAS)

CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. i.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)
INDICATOR	RW.5.2.3. i.iii.	Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)
CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	RW.5.3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		Demonstrate command of the conventions of standard English grammar and usage
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	a. RW.5.3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.5.3.4. a.iv.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.5.3.4. a.iv.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.3.4. a.iv.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.5.3.4. a.iv. RW.5.3.4. RW.5.3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English capitalization,
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.5.3.4. RW.5.3.4. RW.5.3.4. RW.5.3.4. b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

Lesson 23: Unit 7 Inventive Writing, p. 189-196

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)

INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.1. b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.i.	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. (CCSS: RI.5.7)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.5.4.1. b.	
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		Evidence Outcomes Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work,

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

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT	RW.5.1.	Oral Expression and Listening
AREA	KW.J.I.	Of all Expression and Eistening
	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
AREA		·
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Collaborate in discussions that serve various purposes and address various situations.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations. Evidence Outcomes Summarize a written text read aloud or information presented in diverse media and formats,
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.5.1.1. RW.5.1.1. c.	Collaborate in discussions that serve various purposes and address various situations. Evidence Outcomes Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.5.1.1. RW.5.1.1. c. RW.5.2.	Collaborate in discussions that serve various purposes and address various situations. Evidence Outcomes Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.1.1. RW.5.1.1. c. RW.5.2.	Collaborate in discussions that serve various purposes and address various situations. Evidence Outcomes Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Reading for All Purposes Apply strategies to interpret and analyze various types of literary texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.1.1. RW.5.1.1. c. RW.5.2.1.	Collaborate in discussions that serve various purposes and address various situations. Evidence Outcomes Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Reading for All Purposes Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.1.1. RW.5.1.1. c. RW.5.2. RW.5.2.1. b.	Collaborate in discussions that serve various purposes and address various situations. Evidence Outcomes Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Reading for All Purposes Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.5.1.1. RW.5.1.1. c. RW.5.2.1. RW.5.2.1. b. RW.5.2.1.	Collaborate in discussions that serve various purposes and address various situations. Evidence Outcomes Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Reading for All Purposes Apply strategies to interpret and analyze various types of literary texts. Evidence Outcomes Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCSS: RL.5.1)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.i.	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. (CCSS: RI.5.7)
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design

STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
INDICATOR	RW.5.4.1. a.i.	Summarize and support key ideas.
INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
INDICATOR	RW.5.4.1. a.iii.	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

Lesson 25: Unit 8 Formal Essay Models, p. 207-216

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.b.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions,

or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.i.	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. (CCSS: RI.5.7)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.iii.	Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)
CONTENT AREA	RW.5.3.	Writing and Composition
	RW.5.3.2.	Writing and Composition Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
AREA		Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary. Evidence Outcomes Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.5.3.2. RW.5.3.2. a.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary. Evidence Outcomes Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a) Develop the topic with facts, definitions, concrete details, quotations, or other information and
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.3.2. a. RW.5.3.2. b.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary. Evidence Outcomes Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.3.2. a. RW.5.3.2. b. RW.5.3.2. c.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary. Evidence Outcomes Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b) Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
INDICATOR	RW.5.4.1. a.i.	Summarize and support key ideas.
INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
INDICATOR	RW.5.4.1. a.iii.	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

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

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)

INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.1. b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
RW.5.3.	Writing and Composition
RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
	Evidence Outcomes
RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
RW.5.3.	Writing and Composition
RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
	Evidence Outcomes
RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
RW.5.3.	Writing and Composition
RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
	Evidence Outcomes
RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
	RW.5.3.4. RW.5.3.4. a.i. RW.5.3.4. a.iv. RW.5.3.4. b.ii. RW.5.3.4. b.v. RW.5.3.4. c. RW.5.3.4.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

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

Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)

INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.1. b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. e.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.5.2.1. e.i.	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. (CCSS: RL.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	DW E 2 4	Apply understanding of the conventions of standard English grammar, usage, and
	RW.5.3.4.	mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.5.3.4.	mechanics to make meaning clear and to strengthen style. Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

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Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes

RW.5.2.2. Apply strategies to interpret and analyze various types of informational texts.

STANDARD

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUT COMES		
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.3.	Writing and Composition
	RW.5.3.1.	Writing and Composition Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.
AREA		Write opinion pieces on topics or texts, supporting a point of view with reasons and
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.5.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. Evidence Outcomes Introduce a topic or text clearly, state an opinion, and create an organizational structure in which
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.5.3.1. RW.5.3.1. a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. Evidence Outcomes 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. (CCSS: W.5.1a)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.3.1. a. RW.5.3.1. b.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. Evidence Outcomes 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. (CCSS: W.5.1a) Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) Link opinion and reasons using words, phrases, and clauses (for example: consequently,
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.5.3.1. a. RW.5.3.1. b.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. Evidence Outcomes 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. (CCSS: W.5.1a) Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b) Link opinion and reasons using words, phrases, and clauses (for example: consequently, specifically). (CCSS: W.5.1c)

EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.iv.	Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT	RW.5.4.	Research Inquiry and Design
AREA		
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.4.1. RW.5.4.1. c.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

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Colorado Academic Standards (CAS)

		Grade 5 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. e.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.1. e.i.	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. (CCSS: RL.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES	RW.5.3.4.	
CONCEPTS AND SKILLS / EVIDENCE	RW.5.3.4. RW.5.3.4. a.	mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.5.3.4.	mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.5.3.4. a.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.5.3.4. a. RW.5.3.4. a.iv.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.5.3.4. a. RW.5.3.4. a.iv.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.5.3.4. a. RW.5.3.4. a.iv.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.5.3.4. a.iv. RW.5.3.4. RW.5.3.4.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Writing and Composition Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style. Evidence Outcomes Demonstrate command of the conventions of standard English capitalization,

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

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Colorado Academic Standards (CAS)

Grade 5 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.1.1. b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUT COMES		
	RW.5.2.2.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.5.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)
CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3. d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.1. 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. (CCSS: W.5.1a)
EVIDENCE OUTCOMES	RW.5.3.1. b.	Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)
EVIDENCE OUTCOMES	RW.5.3.1. c.	Link opinion and reasons using words, phrases, and clauses (for example: consequently, specifically). (CCSS: W.5.1c)
CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. c.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2. e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.ii.	Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
INDICATOR	RW.5.3.4. b.iv.	Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)

INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)
CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)