

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)

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

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	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)
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INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
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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)
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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.
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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)
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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)
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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 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. 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)
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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)
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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.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)

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	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 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 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)
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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)
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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)
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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)
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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)
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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)
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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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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.
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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)

Lesson 04: Unit 2 Writing from Notes, p. 35-42

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	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 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 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)
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)

Colorado Academic Standards (CAS)

Language Arts

Grade 5 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
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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
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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
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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 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 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 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)
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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)
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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)
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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. g.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.
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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)
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CONTENT AREA	RW.5.4.	Research Inquiry and Design
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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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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Colorado Academic Standards (CAS)

Language Arts

Grade 5 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating
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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
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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)
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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. 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 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 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)
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

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	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.
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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.
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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)
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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)
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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.
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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. g.	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 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)
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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)
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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)
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EVIDENCE OUTCOMES	RW.5.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
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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)
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INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
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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)
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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. 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)

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

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	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 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 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)
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)

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	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.
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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 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)
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)
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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)
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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)
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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)
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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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CONTENT AREA	RW.5.3.	Writing and Composition
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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)
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CONTENT AREA	RW.5.3.	Writing and Composition
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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)
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CONTENT AREA	RW.5.3.	Writing and Composition
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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.
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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)

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

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	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.
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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 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. 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)

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

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

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	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.5.1.2.	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.
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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.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
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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)
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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)
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Lesson 14: Unit 5 Writing from Pictures, p.117-122

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	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)
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INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
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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)
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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)
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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)
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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 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.

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

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	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
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.5.2.	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)

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.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 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 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.5.3.4.	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)

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	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 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)
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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)
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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)
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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)
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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)
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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)
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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)
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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)
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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)
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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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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)
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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)
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INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
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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)
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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)
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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)

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 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.
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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)
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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)
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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)
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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)
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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)
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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)
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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)
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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)
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CONTENT AREA	RW.5.4.	Research Inquiry and Design
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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

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
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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 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 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. 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)
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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)
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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)
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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)
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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)
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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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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)
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INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
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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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Lesson 20: Unit 7 Inventive Writing, p. 165-172

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	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)
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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)
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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)
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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)
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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)
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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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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)
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INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
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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)
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INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
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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)
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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)
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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)
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Lesson 21: Unit 7 Inventive Writing, p. 173-180

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	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 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)
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.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 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)
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CONTENT AREA	RW.5.3.	Writing and Composition
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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)
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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)
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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)
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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)
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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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CONTENT AREA	RW.5.3.	Writing and Composition
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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)
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CONTENT AREA	RW.5.3.	Writing and Composition
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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.
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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.
Lesson 22: Unit 7 Inventive Writing, p. 181-188		

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	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)
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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)
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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)
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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)
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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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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)
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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)
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INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
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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)

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

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	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 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)
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.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 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 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.

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

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	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.5.2.1.	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)
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.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)
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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)
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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)
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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)
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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)
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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)
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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)
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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)
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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)
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INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
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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)
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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)
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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)
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CONTENT AREA	RW.5.4.	Research Inquiry and Design
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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.
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INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
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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.
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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).
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INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.
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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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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

Colorado Academic Standards (CAS)

Language Arts

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.5.2.****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. iv.	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 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)

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.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**

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)
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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)
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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)
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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)
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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.
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INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
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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.
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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
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)

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	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 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)
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.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)

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.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 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.

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

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	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 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 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)
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. g.	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	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)

Lesson 28: Unit 9 Formal Critique, p. 233-240

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	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**

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
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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 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.5.3.1.	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.
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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.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 29: Unit 9 Formal Critique, p. 241-248

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	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 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 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)

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. g.	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)
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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)
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INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)
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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)

Lesson 30: Unit 9 Formal Critique, p. 249-261

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	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
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.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 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.5.3.1.	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)
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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)
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INDICATOR	RW.5.3.4. b.iv.	Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)
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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. 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)