Main Criteria: Frontiers in Writing

Secondary Criteria: Connecticut State Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.R F.5.	Reading Standards: Foundational Skills

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RI.5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RI.5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**

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

INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.5.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.5.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Connecticut State Standards

Language Arts

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

GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.RF.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
GRADE LEVEL EXPECTATION	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Language Arts

Grade 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RL.5.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	**CT.CC.RF.5.**	**Reading Standards: Foundational Skills**
STATE FRAMEWORK		**Fluency**
GRADE LEVEL EXPECTATION	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards

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

| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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Language Arts

Grade 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	**Reading Standards for Literature**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	**Reading Standards for Literature**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.RF.5.	**Reading Standards: Foundational Skills**
STATE FRAMEWORK		**Fluency**
GRADE LEVEL EXPECTATION	RF.5.4.	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	W.5.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**

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

GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD	CT.CC.S L.5.	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.5.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.5.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.5.	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	**Language Standards**

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

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

Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.R F.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency

GRADE LEVEL EXPECTATION	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').

DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.S L.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD	CT.CC.S L.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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Language Arts

Grade **5** - Adopted: **2010**

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

GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure

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

INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RL.5.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes

GRADE LEVEL EXPECTATION	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**

GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**

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

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

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Language Arts

Grade 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

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Grade 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	**CT.CC.R F.5.**	**Reading Standards: Foundational Skills**
STATE FRAMEWORK		**Fluency**
GRADE LEVEL EXPECTATION	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').

DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Grade **5** - Adopted: **2010**

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

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

INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**

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

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Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	**CT.CC.R F.5.**	**Reading Standards: Foundational Skills**
STATE FRAMEWORK		**Fluency**
GRADE LEVEL EXPECTATION	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

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

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Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD	CT.CC.RF.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**

GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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Grade 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Range of Writing

GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
INDICATOR	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RL.5.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RI.5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RI.5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD	CT.CC.RF.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.5.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	**Reading Standards for Literature**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	W.5.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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Connecticut State Standards

Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RL.5.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RL.5.**	**Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	**CT.CC.RF.5.**	**Reading Standards: Foundational Skills**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.R L.5.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	CT.CC.RF.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
INDICATOR	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.
INDICATOR	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**

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

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Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD	CT.CC.RF.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
DOMAIN / CONTENT STANDARD	CT.CC.W.5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards

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

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Language Arts

Grade **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DOMAIN / CONTENT STANDARD	**CT.CC.RI .5.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN / CONTENT STANDARD	**CT.CC.R F.5.**	**Reading Standards: Foundational Skills**
STATE FRAMEWORK		**Fluency**
GRADE LEVEL EXPECTATION	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.1.**	**Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

INDICATOR	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
INDICATOR	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.
INDICATOR	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').

DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN / CONTENT STANDARD	CT.CC.S L.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.

INDICATOR	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	**CT.CC.L. 5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).