

# Main Criteria: Frontiers in Writing

## Secondary Criteria: Washington DC Academic Standards

**Subject:** Language Arts

**Grade:** 5

### Frontiers in Writing

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

## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
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STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
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STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

### Washington DC Academic Standards

#### Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. SL.**      **Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**      **DC.CC.5.  
RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**      **DC.CC.5.  
RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**      **DC.CC.5.  
RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**      **DC.CC.5.  
RI.**      **Reading Standards for Informational Text**



STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION 5.L.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

### Washington DC Academic Standards

#### Language Arts

#### Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.RI.** **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.RI.** **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>

<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.W.	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	<b>Language Standards</b>

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 5.L.1.d. Recognize and correct inappropriate shifts in verb tense.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

#### CONTENT STANDARD / STRAND / DISCIPLINE

#### DC.CC.5. RL.

#### Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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#### CONTENT STANDARD / STRAND / DISCIPLINE

#### DC.CC.5. RL.

#### Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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#### CONTENT STANDARD / STRAND / DISCIPLINE

#### DC.CC.5. RF.

#### Reading Standards: Foundational Skills

STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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#### CONTENT STANDARD / STRAND / DISCIPLINE

#### DC.CC.5. W.

#### Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.4.</b>	<b>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.</b>
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>

<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION 5.L.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.RL.** **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.RL.** **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>



STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RL.	Reading Standards for Literature
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RL.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION 5.L.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.RI.** **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.

EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.4.</b>	<b>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.)</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>



STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

EXPECTATION 5.L.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION 5.L.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**Washington DC Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RF. Reading Standards: Foundational Skills**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

**Washington DC Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RF. Reading Standards: Foundational Skills**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. Writing Standards**

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.4.</b>	<b>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.</b>
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>



STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 13: Unit 5 Writing from Pictures, p. 111-116

**Washington DC Academic Standards**

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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.5.  
RL.**

**Reading Standards for Literature**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.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).
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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.5.  
W.**

**Writing Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.5.  
SL.**

**Speaking and Listening Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

## Washington DC Academic Standards

### Language Arts

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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.RL.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.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).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.W.</b>	<b>Writing Standards</b>

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
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STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
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STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
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STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

Washington DC Academic Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RI.	Reading Standards for Informational Text
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RF. Reading Standards: Foundational Skills**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

**Washington DC Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RF. Reading Standards: Foundational Skills**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	5.W.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]").
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.W.	Writing Standards
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STANDARD / ESSENTIAL SKILL		Range of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
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STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
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STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

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### Language Arts

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<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>



STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

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### Language Arts

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 20: Unit 7 Inventive Writing, p. 165-172

## Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Range of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RL.**      **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL      5.RL.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL      5.RI.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RI.**      **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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STUDENT EXPECTATION / ESSENTIAL SKILL      5.RI.7.      Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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Lesson 22: Unit 7 Inventive Writing, p. 181-188

**Washington DC Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.5. Writing Standards  
W.**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.5. Writing Standards  
W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT  
STANDARD /  
STRAND /  
DISCIPLINE**

**DC.CC.5. Writing Standards  
W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5.L.**      **Language Standards**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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

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**Washington DC Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5.RL.**      **Reading Standards for Literature**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL      5.RL.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5.RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Key Ideas and Details</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL      5.RI.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5.RI.**      **Reading Standards for Informational Text**

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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STUDENT EXPECTATION / ESSENTIAL SKILL      5.RI.7.      Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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Lesson 24: Unit 8 Formal Essay Models, p. 197-206

## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

#### CONTENT STANDARD / STRAND / DISCIPLINE

#### DC.CC.5. RL. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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#### CONTENT STANDARD / STRAND / DISCIPLINE

#### DC.CC.5. RI. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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#### CONTENT STANDARD / STRAND / DISCIPLINE

#### DC.CC.5. RI. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Craft and Structure
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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#### CONTENT STANDARD / STRAND / DISCIPLINE

#### DC.CC.5. RI. Reading Standards for Informational Text

<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION 5.L.1.d. Recognize and correct inappropriate shifts in verb tense.

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.b. Use a comma to separate an introductory element from the rest of the sentence.

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

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

**CONTENT STANDARD / STRAND / DISCIPLINE** **DC.CC.5.L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL 5.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.



EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		Conventions of Standard English
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		Vocabulary Acquisition and Use
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.4.</b>	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.

EXPECTATION	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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Washington DC Academic Standards

Language Arts

Grade 5 - Adopted: 2010

<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.RL.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / ESSENTIAL SKILL</b>		Key Ideas and Details
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.RL.1.</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.SL.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5.L.</b>	<b>Language Standards</b>

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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### Washington DC Academic Standards

#### Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RL.**      **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RL.**      **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RF.**      **Reading Standards: Foundational Skills**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.4.</b>	<b>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.)</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. L.</b>	<b>Language Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Conventions of Standard English</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RL. Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

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

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. RI. Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas



STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>
EXPECTATION	5.W.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
EXPECTATION	5.W.1.b.	Provide logically ordered reasons that are supported by facts and details.
EXPECTATION	5.W.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. W.**      **Writing Standards**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	5.W.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]").
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. W. Writing Standards**

STANDARD / ESSENTIAL SKILL		Range of Writing
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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EXPECTATION	5.L.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
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EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. L.**      **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 29: Unit 9 Formal Critique, p. 241-248

## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

**CONTENT STANDARD / STRAND / DISCIPLINE**      **DC.CC.5. RL.**      **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RL.</b>	<b>Reading Standards for Literature</b>
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Washington DC Academic Standards

### Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RL.	Reading Standards for Literature
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5.RI.	Reading Standards for Informational Text
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Craft and Structure</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Integration of Knowledge and Ideas</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Fluency</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>
EXPECTATION	5.W.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
EXPECTATION	5.W.1.b.	Provide logically ordered reasons that are supported by facts and details.
EXPECTATION	5.W.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Text Types and Purposes</b>
<b>STUDENT EXPECTATION / ESSENTIAL SKILL</b>	<b>5.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Production and Distribution of Writing</b>

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Research to Build and Present Knowledge</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.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]").
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. W.</b>	<b>Writing Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Range of Writing</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>CONTENT STANDARD / STRAND / DISCIPLINE</b>	<b>DC.CC.5. SL.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / ESSENTIAL SKILL</b>		<b>Comprehension and Collaboration</b>
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. SL. Speaking and Listening Standards**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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EXPECTATION	5.L.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
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EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / STRAND / DISCIPLINE**

**DC.CC.5. L. Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).