Main Criteria: Frontiers in Writing

Secondary Criteria: Delaware Standards and Instruction

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Delaware Standards and Instruction

Grade 5 - Adopted: 2010		
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency

ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERST ANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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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STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND /		Speaking and Listening Standards K-5
STRAND / INDICATOR ENDURING UNDERSTANDI	L.	Speaking and Listening Standards K-5 Comprehension and Collaboration 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'
STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC5SL1.	Speaking and Listening Standards K-5 Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5SL1 a.	Speaking and Listening Standards K-5 Comprehension and Collaboration 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. 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.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5SL1 a. CC5SL1 b. CC5SL1	Speaking and Listening Standards K-5 Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles.
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK BENCHMARK	CC5SL1 a. CC5SL1 b. CC5SL1 c.	Speaking and Listening Standards K-5 Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5SL4.	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.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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

Delaware Standards and Instruction

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.

STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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

Delaware Standards and Instruction

Grade 5 - Adopted: 2010		
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details

CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DE.CC5R I.	Reading Standards for Informational Text K-5
	Craft and Structure
CC5RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
DE.CC5R I.	Reading Standards for Informational Text K-5
	Integration of Knowledge and Ideas
CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DE.CC5R I.	Reading Standards for Informational Text K-5
	Range of Reading and Level of Text Complexity
CC5RI10	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.
DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
	Reading Standards: Foundational Skills (K-5) Fluency
F.	Fluency
CC5RF4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
CC5RF4. CC5RF4 a. CC5RF4	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as
CC5RF4. CC5RF4 a. CC5RF4 c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	DE.CC5R I. CC5RI8. DE.CC5R I.

BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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

Delaware Standards and Instruction

Grade 5 - Adopted: 2010		
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas

ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
	DE.CC5W	Writing Standards K-5 Text Types and Purposes
STRAND /	CC5W2.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC5W2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5W2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC5W2. CC5W2a . CC5W2b	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK	CC5W2a CC5W2b CC5W2c	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI	CC5W10	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
NG		audiences.
ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STANDARD /		
STANDARD / STRAND		Speaking and Listening Standards K-5
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	L.	Speaking and Listening Standards K-5 Comprehension and Collaboration 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'

BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Delaware Standards and Instruction

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL2.	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.
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RL1 0.	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC5W4.	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.)
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9a	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]").
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ENDURING UNDERSTANDI NG	CC5SL3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5SL4.	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.

OTTAND		
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING	CC5L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and

DE.CC5L. Language Standards K-5

STANDARD /

UNDERSTANDI

STRAND

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however, although, nevertheless, similarly, moreover, in addition).

phrases, including those that signal contrast, addition, and other logical relationships (e.g.,

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Grade 5 - Adopted: 2010		
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC5W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC5W3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

BENCHMARK	CC5W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC5W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
UNDERSTANDI	CC5SL1. CC5SL1 a.	teacher-led) with diverse partners on grade 5 topics and texts, building on others'
UNDERSTANDI NG	CC5SL1	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that
UNDERST ANDI NG BENCHMARK	CC5SL1 a.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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.
BENCHMARK BENCHMARK	CC5SL1 a. CC5SL1 b.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and
BENCHMARK BENCHMARK BENCHMARK	CC5SL1 a. CC5SL1 b. CC5SL1 c.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
BENCHMARK BENCHMARK BENCHMARK BENCHMARK STANDARD / STRAND	CC5SL1 a. CC5SL1 b. CC5SL1 c.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Language Standards K-5

STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4c.	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.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
	DE.CC5L.	Language Standards K-5 Vocabulary Acquisition and Use
STRAND /	DE.CC5L.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in
STRAND / INDICATOR ENDURING UNDERSTANDING	CC5L5. CC5L5c.	Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5L5. CC5L5c.	Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5	
STRAND / INDICATOR		Key Ideas and Details	

ENDURING UNDERSTANDI NG	CC5RL2.	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.
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RL1 0.	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC5W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC5W3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

BENCHMARK	CC5W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9a	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
	DE.CC5L.	Language Standards K-5 Vocabulary Acquisition and Use
STRAND /	DE.CC5L.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC5L4.	Vocabulary Acquisition and Use 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5L4.	Vocabulary Acquisition and Use 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC5L4a. CC5L4a.	Vocabulary Acquisition and Use 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK STANDARD / STRAND	CC5L4a. CC5L4a.	Vocabulary Acquisition and Use 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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. Language Standards K-5

STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL2.	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.
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RL1 0.	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK	CC5W2a	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
BENCHMARK	CC5W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC5W3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
BENCHMARK	CC5W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC5W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND /		Research to Build and Present Knowledge
INDICATOR		Nescaron to Bana and Fresch Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
ENDURING UNDERSTANDI	CC5W9. CC5W9a	Draw evidence from literary or informational texts to support analysis, reflection, and
ENDURING UNDERSTANDI NG		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.,
ENDURING UNDERSTANDI NG BENCHMARK	CC5W9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]").

ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Language Arts			
Grade 5 - Adopted: 2010			
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Integration of Knowledge and Ideas	

ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
	DE.CC5W	Writing Standards K-5 Text Types and Purposes
STRAND /	CC5W2.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC5W2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	. CC5W2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC5W2. CC5W2a . CC5W2b	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK	CC5W2a CC5W2b CC5W2c	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI	CC5W10	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
NG		audiences.
ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STANDARD /		
STANDARD / STRAND		Speaking and Listening Standards K-5
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	L.	Speaking and Listening Standards K-5 Comprehension and Collaboration 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'

BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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

Delaware Standards and Instruction

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING	005014	France officially in a same of collaborative discussions (one on one in success, and
UNDERST ANDI NG	CC5SL1.	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.
	CC5SL1 a.	teacher-led) with diverse partners on grade 5 topics and texts, building on others'
NG	CC5SL1	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that
BENCHMARK	CC5SL1 a.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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.
BENCHMARK BENCHMARK	CC5SL1 a. CC5SL1 b. CC5SL1	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and
BENCHMARK BENCHMARK BENCHMARK	CC5SL1 a. CC5SL1 b. CC5SL1 c.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
BENCHMARK BENCHMARK BENCHMARK STANDARD / STRAND	CC5SL1 a. CC5SL1 b. CC5SL1 c.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards K-5
BENCHMARK BENCHMARK BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC5SL1 a. CC5SL1 b. CC5SL1 c. DE.CC5S L.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards K-5 Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats,
BENCHMARK BENCHMARK BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD / STA	CC5SL1 a. CC5SL1 b. CC5SL1 c. DE.CC5S L.	teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards K-5 Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
BENCHMARK	CC5L4c.	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.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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

Delaware Standards and Instruction

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
BENCHMARK	CC5L4c.	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.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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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Delaware Standards and Instruction

Grade 5 - Adopted: 2010		
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	
ENDURING UNDERSTANDI NG	CC5RI10	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.	
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)	
STRAND / INDICATOR		Fluency	
ENDURING UNDERST ANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.	
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.	
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
BENCHMARK	CC5W2a	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.	
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	

BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Production and Distribution of Writing	
ENDURING UNDERSTANDI NG	CC5W4.	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.)	
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Research to Build and Present Knowledge	
ENDURING UNDERSTANDI NG	CC5W8.	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.	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Research to Build and Present Knowledge	
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
BENCHMARK	CC5W9b	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]").	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Range of Writing	
ENDURING UNDERSTANDI NG	CC5W10	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.	
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5	
STRAND / INDICATOR		Comprehension and Collaboration	

ENDURING UNDERSTANDI NG	CC5SL1.	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.		
BENCHMARK	CC5SL1 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.		
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.		
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5		
STRAND / INDICATOR		Comprehension and Collaboration		
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
STANDARD / STRAND	DE.CC5L.	Language Standards K-5		
STRAND / INDICATOR		Conventions of Standard English		
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
BENCHMARK	CC5L1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.		
STANDARD / STRAND	DE.CC5L.	Language Standards K-5		
STRAND / INDICATOR		Conventions of Standard English		
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.		
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.		
STANDARD / STRAND	DE.CC5L.	Language Standards K-5		
STRAND / INDICATOR		Vocabulary Acquisition and Use		
ENDURING UNDERSTANDI NG	CC5L4.	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.		

BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
BENCHMARK	CC5L4c.	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.	
STANDARD / STRAND	DE.CC5L.	Language Standards K-5	
STRAND / INDICATOR		Vocabulary Acquisition and Use	
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
STANDARD / STRAND	DE.CC5L.	Language Standards K-5	
STRAND / INDICATOR		Vocabulary Acquisition and Use	
ENDURING UNDERSTANDI NG	CC5L6.	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 13: Unit 5 Writing from Pictures, p. 111-116

Delaware Standards and Instruction

		Grade 5 - Adopted: 2010	
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5	
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	CC5RL7.	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).	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Production and Distribution of Writing	
ENDURING UNDERSTANDI NG	CC5W4.	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.)	
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	

STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5		
STRAND / INDICATOR		Comprehension and Collaboration		
ENDURING UNDERSTANDI NG	CC5SL1.	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.		
BENCHMARK	CC5SL1 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.		
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.		
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5		
STRAND / INDICATOR		Presentation of Knowledge and Ideas		
ENDURING UNDERSTANDI NG	CC5SL4.	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.		
STANDARD / STRAND	DE.CC5L.	Language Standards K-5		
STRAND / INDICATOR		Conventions of Standard English		
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
BENCHMARK	CC5L1a.	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

Delaware Standards and Instruction

Grade 5 - Adopted: 2010			
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5	
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	CC5RL7.	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).	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	

STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
BENCHMARK	CC5W2a	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.	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
BENCHMARK	CC5W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
BENCHMARK	CC5W3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
BENCHMARK	CC5W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
BENCHMARK	CC5W3e	Provide a conclusion that follows from the narrated experiences or events.	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
	DE.CC5W	Writing Standards K-5 Production and Distribution of Writing	
STRAND /	DE.CC5W		
STRAND / INDICATOR ENDURING UNDERSTANDI		Production and Distribution of Writing 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	
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI UNDERSTANDI	. CC5W4.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING ENDURING UNDERSTANDING	CC5W4.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD / STRAND	CC5W4.	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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing Standards K-5	
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING	CC5W4.	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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing Standards K-5 Research to Build and Present Knowledge 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	

ENDURING UNDERSTANDI NG	CC5W10	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.	
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5	
STRAND / INDICATOR		Comprehension and Collaboration	
ENDURING UNDERSTANDI NG	CC5SL1.	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.	
BENCHMARK	CC5SL1 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.	
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
STANDARD / STRAND	DE.CC5L.	Language Standards K-5	
STRAND / INDICATOR		Conventions of Standard English	
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.	
STANDARD / STRAND	DE.CC5L.	Language Standards K-5	
STRAND /			
INDICATOR		Conventions of Standard English	
ENDURING UNDERSTANDI NG	CC5L2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ENDURING UNDERSTANDI	CC5L2.	Demonstrate command of the conventions of standard English capitalization,	
ENDURING UNDERSTANDI NG		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ENDURING UNDERSTANDI NG BENCHMARK	CC5L2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.	
ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND	CC5L2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards K-5	
ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC5L2e. DE.CC5L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards K-5 Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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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Delaware Standards and Instruction

		Grade 5 - Adopted: 2010	
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5	
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	CC5RL7.	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).	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
BENCHMARK	CC5W2a	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.	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
BENCHMARK	CC5W3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
BENCHMARK	CC5W3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
BENCHMARK	CC5W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
BENCHMARK	CC5W3e	Provide a conclusion that follows from the narrated experiences or events.	

STANDARD /	DE.CC5W	Writing Standards K-5
STRAND		3
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STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING	CC5W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter
UNDERSTANDI NG	•	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	DE.CC5S L.	
NG STANDARD /		audiences.
STANDARD / STRAND		audiences. Speaking and Listening Standards K-5
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	L.	audiences. Speaking and Listening Standards K-5 Comprehension and Collaboration 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'
STANDARD I STRAND STRAND I INDICATOR ENDURING UNDERSTANDING	CC5SL1.	audiences. Speaking and Listening Standards K-5 Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5SL1. CC5SL1 a. CC5SL1	Speaking and Listening Standards K-5 Comprehension and Collaboration 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. 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.
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5SL1 a. CC5SL1 b. CC5SL1	Speaking and Listening Standards K-5 Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles.
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK	CC5SL1 a. CC5SL1 b. CC5SL1 c.	Speaking and Listening Standards K-5 Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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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BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
UNDERSTANDI	CC5L5.	
UNDERST ANDI NG		Word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better
BENCHMARK STANDARD /	CC5L5c.	Word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Delaware Standards and Instruction

Grade 5 - Adopted: 2010		
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5Rl10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERST ANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1	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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5SL4.	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.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC5L6.

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

Delaware Standards and Instruction

Grade 5 - Adopted: 2010		
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC5RF4	Read on-level text with purpose and understanding.
	a.	
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
	DE.CC5W	Writing Standards K-5 Production and Distribution of Writing
STRAND /	DE.CC5W	
STRAND / INDICATOR ENDURING UNDERSTANDI		Production and Distribution of Writing 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
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING	CC5W4.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD /	. CC5W4.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD / STRAND	. CC5W4.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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

Delaware Standards and Instruction

Language Arts

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

STANDARD / STRAND

DE.CC5R I.

DE.CC5R Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)

STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5SL4.	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.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.

BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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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Delaware Standards and Instruction

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.

STRAND	F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERST ANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5

DE.CC5R Reading Standards: Foundational Skills (K-5)

STANDARD /

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
CT AND ADD /	55 0050	Consider and Listanian Chandends IV F
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
		Comprehension and Collaboration
STRAND /		
STRAND / INDICATOR ENDURING UNDERSTANDI	L.	Comprehension and Collaboration 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'
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDING	CC5SL1.	Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5SL1 a.	Comprehension and Collaboration 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. 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.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5SL1 a. CC5SL1 b. CC5SL1	Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles.
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK STANDARD /	CC5SL1 a. CC5SL1 b. CC5SL1 c.	Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK BENCHMARK STANDARD / STRAND	CC5SL1 a. CC5SL1 b. CC5SL1 c.	Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
BENCHMARK	CC5L4c.	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.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING	CC5L6.	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.,

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Delaware Standards and Instruction

Grade 5 - Adopted: 2010		
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD /	DE.CC5L.	Language Standards K.F.
STRAND	DE.CCSL.	Language Standards K-5
	DE.CCSL.	Conventions of Standard English
STRAND /	CC5L2.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDING	CC5L2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5L2b.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC5L2b. CC5L2b.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence. Spell grade-appropriate words correctly, consulting references as needed.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK STANDARD / STRAND	CC5L2b. CC5L2b.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence. Spell grade-appropriate words correctly, consulting references as needed. Language Standards K-5

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Delaware Standards and Instruction

Language Arts

STANDARD / STRAND

L.

DE.CC5R Reading Standards for Literature K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI7.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
	CC5W2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR ENDURING UNDERSTANDI	CC5W2. CC5W2a	Write informative/explanatory texts to examine a topic and convey ideas and
INDICATOR ENDURING UNDERSTANDI NG		Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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
ENDURING UNDERSTANDI NG BENCHMARK	CC5W2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and
ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK	CC5W2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in
ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC5W2a CC5W2b CC5W2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
ENDURING UNDERSTANDING BENCHMARK BENCHMARK BENCHMARK	CC5W2a . CC5W2b . CC5W2c .	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic.

ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.

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Delaware Standards and Instruction

Canguage Arts		
		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 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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STANDARD / STRAND	DE.CC5L.	Language Standards K-5
	DE.CCSL.	Conventions of Standard English
STRAND /	CC5L1.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR ENDURING UNDERSTANDING	CC5L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC5L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK STANDARD / STRAND	CC5L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards K-5
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC5L1. CC5L1d. DE.CC5L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING	CC5L1. CC5L1d. DE.CC5L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC5L1. CC5L1d. DE.CC5L. CC5L2.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.

ENDURING UNDERSTANDI NG	CC5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

Delaware Standards and Instruction

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI7.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD /		
STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR	DE.CC5W	Writing Standards K-5 Range of Writing
STRAND /	CC5W10	
STRAND / INDICATOR ENDURING UNDERSTANDI		Range of Writing 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
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC5W10	Range of Writing 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.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND	CC5W10	Range of Writing 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. Speaking and Listening Standards K-5
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC5W10 . DE.CC5S	Range of Writing 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. Speaking and Listening Standards K-5 Comprehension and Collaboration 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'

BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.

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

Delaware Standards and Instruction

Grade 5 - Adopted: 2010			
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	

STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	CC5RI7.	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.	
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	
ENDURING UNDERSTANDI NG	CC5RI10	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.	
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)	
STRAND / INDICATOR		Fluency	
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.	
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.	
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STANDARD / STRAND	DE.CC5W	Writing Standards K-5	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD /	DE.CC5W	Writing	Standards	K-5
STRAND				

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND /		Comprehension and Collaboration
INDICATOR		
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ENDURING UNDERSTANDI	CC5SL2.	•
ENDURING UNDERSTANDI NG STANDARD I		including visually, quantitatively, and orally.
ENDURING UNDERSTANDI NG STANDARD / STRAND		including visually, quantitatively, and orally. Language Standards K-5
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICAT OR ENDURING UNDERSTANDI	DE.CC5L.	including visually, quantitatively, and orally. Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
ENDURING UNDERSTANDI NG STANDARD I STRAND STRAND I INDICATOR ENDURING UNDERSTANDI NG	DE.CC5L.	including visually, quantitatively, and orally. Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ENDURING UNDERSTANDI NG STANDARD I STRAND STRAND I INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC5L1.	including visually, quantitatively, and orally. Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND	CC5L1.	including visually, quantitatively, and orally. Language Standards K-5 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards K-5

BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
	DE.CC5L.	Language Standards K-5 Vocabulary Acquisition and Use

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

Delaware Standards and Instruction

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI7.	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.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDI NG	CC5W8.	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.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1	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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4c.	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.

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

Delaware Standards and Instruction

Language Arts

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NG		
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STANDARD /	DE.CC5W	Writing Standards K-5 Research to Build and Present Knowledge
STANDARD / STRAND	DE.CC5W	

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
	CC5L2D.	

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

Delaware Standards and Instruction

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL2.	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.
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RL1 0.	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9a	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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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Delaware Standards and Instruction

Language Arts

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC5RL2.	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.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	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 / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RI10	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.

STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
BENCHMARK	CC5W1a	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.
BENCHMARK	CC5W1b	Provide logically ordered reasons that are supported by facts and details.
BENCHMARK	CC5W1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
BENCHMARK	CC5W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC5W2e	Provide a concluding statement or section related to the information or explanation presented.

STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERST ANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NO DE.CCSL. Language Standards K-5 STRAND / INDICATOR ENDURING UNDERSTANDI NO CCSL1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STRAND / INDICATOR ENDURING UNDERSTANDI NO CCSL1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD / STRAND / Recognize and correct inappropriate shifts in verb tense. STANDARD / STRAND / Indicator in the conventions of standard English grammar and usage when writing or speaking. CCSL2. Language Standards K-5 STRAND / Indicator in the conventions of standard English appropriate shifts in verb tense. ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG DE.CCSL. Use a comma to separate an introductory element from the rest of the sentence. BENCHMARK CCSL2d. Use underlining, quotation marks, or italics to indicate titles of works. STRAND / INDICATOR ENDURING UNDERSTANDI DE.CCSL. Language Standards K-5 STRAND / Vocabulary Acquisition and Use ENDURING UNDERSTANDI NG DE.CCSL. Language Standards K-5 STRAND / Vocabulary Acquisition and Use ENDURING UNDERSTANDI DE.CCSL. Language Standards K-5 STANDARD / STRAND / Vocabulary Acquisition and Use ENDURING UNDERSTANDI NG CCSL4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / Vocabulary Acquisition and Use ENDURING UNDERSTANDI NG CCSL6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including hose that signal contexts, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).			
STRAND / INDICATOR CONVENTIONS of Standard English CCSL1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. BENCHMARK CCSLId. Recognize and correct inappropriate shifts in verb tense. STANDARD / STRAND / STRAND / ENDURING UNDERSTANDI CCSL2. Language Standards K-5 STRAND / INDICATOR ENDURING UNDERSTANDI CCSL2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK CCSL2b. Use a comman to separate an introductory element from the rest of the sentence. BENCHMARK CCSL2b. Use underlining, quotation marks, or italics to indicate titles of works. BENCHMARK CCSL2b. Spell grade-appropriate words correctly, consulting references as needed. STANDARD / STRAND / INDICATOR POCSL2b. Language Standards K-5 STRAND / INDICATOR CCSL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. STANDARD / STRAND / DE.CCSL. Language Standards K-5	UNDERSTANDI	CC5SL2.	
ENDURING UNDERSTANDI NG		DE.CC5L.	Language Standards K-5
When writing or speaking. BENCHMARK CC5L1d. Recognize and correct inappropriate shifts in verb tense. STANDARD / STRAND / STRAND / STRAND / STRAND / DE.CC5L. Language Standards K-5 Demonstrate command of the conventions of standard English capitalization, UNDERSTANDI NG CC5L2. Demonstrate command of the conventions of standard English capitalization, UNDERSTANDI NG CC5L2b. Use a comma to separate an introductory element from the rest of the sentence. BENCHMARK CC5L2b. Use underlining, quotation marks, or italics to indicate titles of works. BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed. STANDARD / STRAND / DE.CC5L. Language Standards K-5 STANDARD / STRAND / DE.CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND /			Conventions of Standard English
STANDARD / STRAND / DE.CCSL. Language Standards K-5 STANDARD / STRAND / ST	UNDERSTANDI	CC5L1.	
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENCHMARK CC5L2b. Use a comma to separate an introductory element from the rest of the sentence. BENCHMARK CC5L2b. Use underlining, quotation marks, or italics to indicate titles of works. BENCHMARK CC5L2c. Spell grade-appropriate words correctly, consulting references as needed. STANDARD / STRAND STRAND / Vocabulary Acquisition and Use NG ENDURING USe context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND STRAND / DE.CC5L. Language Standards K-5 STANDARD / STRAND	BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
ENDURING UNDERSTANDI NG ENDURING CC5L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK CC5L2b. Use a comma to separate an introductory element from the rest of the sentence. BENCHMARK CC5L2d. Use underlining, quotation marks, or italics to indicate titles of works. BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed. STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK CC5L4. 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. BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND / STRAND / STRAND DE.CC5L. Language Standards K-5 STANDARD / STRAND / INDICATOR Vocabulary Acquisition and Use ENDURING UNDERSTANDI CC5L6. 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.,		DE.CC5L.	Language Standards K-5
DINDERST ANDI NG Punctuation, and spelling when writing. BENCHMARK CC5L2b. Use a comma to separate an introductory element from the rest of the sentence. BENCHMARK CC5L2d. Use underlining, quotation marks, or italics to indicate titles of works. BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed. STANDARD / STRAND DE.CC5L. Language Standards K-5 STRAND / INDICATOR ENDURING UNDERST ANDI NG CC5L4. 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. BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND / INDICATOR STRAND / INDICATOR ENDURING UNDERSTANDI CC5L6. 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.,			Conventions of Standard English
BENCHMARK CC5L2d. Use underlining, quotation marks, or italics to indicate titles of works. BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed. STANDARD / STRAND DE.CC5L. Language Standards K-5 Vocabulary Acquisition and Use INDICATOR ENDURING UNDERSTANDI NG CC5L4. 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. BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI CC5L6. 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.,	UNDERSTANDI	CC5L2.	
BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed. STANDARD / STRAND DE.CC5L. Language Standards K-5 STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK CC5L4. 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. BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND / INDICATOR DE.CC5L. Language Standards K-5 STRAND / INDICATOR ENDURING CC5L6. 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.,	BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG ENCLUMBERSTANDI DE.CC5L. ENDURING UNDERSTANDI NG ENCLUMBERSTANDI DE.CC5L4. 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. BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND / INDICATOR ENDURING Vocabulary Acquisition and Use ENDURING UNDERSTANDI CC5L6. 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.,	BENCHMARK	CC5L2d.	Use underlining, quotation marks, or italics to indicate titles of works.
STRAND / INDICATOR STRAND / INDICATOR ENDURING UNDERSTANDI NG CC5L4. 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. BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND / INDICATOR Vocabulary Acquisition and Use ENDURING CC5L6. 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.,	BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
ENDURING UNDERSTANDI NG CC5L4. 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. BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND DE.CC5L. Language Standards K-5 Vocabulary Acquisition and Use ENDURING UNDERSTANDI CC5L6. 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.,		DE.CC5L.	Language Standards K-5
UNDERST ANDI NG BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. STANDARD / STRAND DE.CC5L. Language Standards K-5 STANDARD / INDICATOR Vocabulary Acquisition and Use ENDURING UNDERSTANDI CC5L6. 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.,			Vocabulary Acquisition and Use
STANDARD / DE.CC5L. Language Standards K-5 STRAND / Vocabulary Acquisition and Use ENDURING	UNDERSTANDI	CC5L4.	
STRAND / INDICATOR Vocabulary Acquisition and Use ENDURING	BENCHMARK	CC5L4a.	
ENDURING CC5L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and UNDERSTANDI phrases, including those that signal contrast, addition, and other logical relationships (e.g.,		DE.CC5L.	Language Standards K-5
UNDERSTANDI phrases, including those that signal contrast, addition, and other logical relationships (e.g.,			Vocabulary Acquisition and Use
	UNDERSTANDI	CC5L6.	phrases, including those that signal contrast, addition, and other logical relationships (e.g.,

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Delaware Standards and Instruction

Language Arts

STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL2.	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.
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC5RL1 0.	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.
STANDARD / STRAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK	CC5W2a	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.
BENCHMARK	CC5W2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2b . CC5W2c	
	•	examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in

STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9a	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1 c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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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Delaware Standards and Instruction

Language Arts

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

STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC5RL2.	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.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC5RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ST ANDARD /		
STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
		Reading Standards for Informational Text K-5 Integration of Knowledge and Ideas
STRAND /		-
STRAND / INDICATOR ENDURING UNDERSTANDI	I.	Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text, identifying
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC5RI8.	Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND	CC5RI8.	Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Reading Standards for Informational Text K-5

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDI NG	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC5W1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
BENCHMARK	CC5W1a	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.
BENCHMARK	CC5W1b	Provide logically ordered reasons that are supported by facts and details.
BENCHMARK	CC5W1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
	DE.CC5W	Writing Standards K-5 Text Types and Purposes
STRAND /	DE.CC5W	
STRAND / INDICATOR ENDURING UNDERSTANDI		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC5W2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	. CC5W2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC5W2. CC5W2a . CC5W2b	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK	. CC5W2. CC5W2a CC5W2b CC5W2c	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC5W4.	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.)
ENDURING UNDERSTANDI NG	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC5W9b	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]").
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC5W10	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.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL1.	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2b.	Use a comma to separate an introductory element from the rest of the sentence.
BENCHMARK	CC5L2d.	Use underlining, quotation marks, or italics to indicate titles of works.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L4.	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.
BENCHMARK	CC5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC5L6.	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).