

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

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 UNDERSTANDING
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 UNDERSTANDING
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 UNDERSTANDING
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 UNDERSTANDING
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 UNDERSTANDING	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 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.)
STANDARD / STRAND	DE.CC5W .	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
------------------------	---------	---

BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
-----------	----------	--

BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 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.)
------------------------	--------	--

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5SL** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
--------------------	--	---------------------------------

ENDURING UNDERSTANDING	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.CC5SL** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
--------------------	--	---------------------------------

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

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 UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5SL	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.CC5SL	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	CC5SL1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND **DE.CC5R L.** **Reading Standards for Literature K-5**

STRAND / INDICATOR		Key Ideas and Details
--------------------	--	-----------------------

ENDURING UNDERSTANDING	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 UNDERSTANDING	CC5RL10.	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 UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
------------------------	---------	---

BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
-----------	----------	--

BENCHMARK	CC5RF4c.	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 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.)
STANDARD / STRAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 06: Unit 3 Retelling Narrative Stories, p. 49-54

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.CC5SL	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 07: Unit 3 Retelling Narrative Stories, p. 55-62

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 UNDERSTANDING	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.CC5RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC5RL10.	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.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 08: Unit 3 Retelling Narrative Stories, p. 63-72

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 UNDERSTANDING	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 UNDERSTANDING	CC5RL10.	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 UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
------------------------	---------	---

BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
-----------	----------	--

BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5SL	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.CC5SL	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 09: Unit 4 Summarizing a Reference, p. 73-80

Delaware Standards and Instruction

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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	CC5SL1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND **DE.CC5R** **Reading Standards for Informational Text K-5**
I.

STRAND / INDICATOR		Key Ideas and Details
--------------------	--	-----------------------

ENDURING UNDERSTANDING	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** **Reading Standards for Informational Text K-5**
I.

STRAND / INDICATOR		Craft and Structure
--------------------	--	---------------------

ENDURING UNDERSTANDING	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** **Reading Standards for Informational Text K-5**
I.

STRAND / INDICATOR		Integration of Knowledge and Ideas
--------------------	--	------------------------------------

ENDURING UNDERSTANDING	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** **Reading Standards for Informational Text K-5**
I.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
--------------------	--	---

ENDURING UNDERSTANDING	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** **Reading Standards: Foundational Skills (K-5)**
F.

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
-----------	----------	--

BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 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.)
------------------------	--------	--

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

Language Arts

STANDARD / STRAND **DE.CC5R I.** **Reading Standards for Informational Text K-5**

STRAND / INDICATOR		Key Ideas and Details
--------------------	--	-----------------------

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 12: Unit 4 Summarizing a Reference, p. 99-110

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND **DE.CC5RI. Reading Standards for Informational Text K-5**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	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.CC5RI. Reading Standards for Informational Text K-5**

STRAND / INDICATOR		Craft and Structure
--------------------	--	---------------------

ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	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.CC5SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND **DE.CC5R L.** **Reading Standards for Literature K-5**

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
------------------------	--------	--

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5SL	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 15: Unit 5 Writing from Pictures, p.123-130

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND DE.CC5R L. Reading Standards for Literature K-5

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
------------------------	--------	--

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

Delaware Standards and Instruction

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 UNDERSTANDING	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 UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4c.	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 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.)
STANDARD / STRAND	DE.CC5W.	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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.CC5SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	CC5SL1a.	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	CC5SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	DE.CC5SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	DE.CC5SL.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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

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
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.** **Reading Standards for Informational Text K-5**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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.CC5RF.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	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 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.)

STANDARD / STRAND **DE.CC5W** **Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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 UNDERSTANDING	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	CC5SL1a.	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	CC5SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1c.	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 19: Unit 6 Summarizing Multiple References, p. 159-164

Delaware Standards and Instruction

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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
------------------------	--------	--

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
--------------------	--	---------------------------------

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 21: Unit 7 Inventive Writing, p. 173-180

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 UNDERSTANDING	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 22: Unit 7 Inventive Writing, p. 181-188

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND **DE.CC5W** **Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 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.)
------------------------	--------	--

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	DE.CC5RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5SL	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	CC5SL1a.	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	CC5SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.

BENCHMARK	CC5SL1c.	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 UNDERSTANDING	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 UNDERSTANDING	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

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	DE.CC5RL.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDING	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
------------------------	---------	---

STANDARD / STRAND	DE.CC5RI.	Reading Standards for Informational Text K-5
--------------------------	------------------	---

STRAND / INDICATOR		Key Ideas and Details
---------------------------	--	------------------------------

ENDURING UNDERSTANDING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
------------------------	---------	---

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 25: Unit 8 Formal Essay Models, p. 207-216

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	DE.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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.CC5RI.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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	Speaking and Listening Standards K-5
--------------------------	----------------	---

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5SL	Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 27: Unit 9 Formal Critique, p. 223-232

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

ENDURING UNDERSTANDING

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 UNDERSTANDING

CC5RL10.

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 UNDERSTANDING

CC5RF4.

Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK

CC5RF4a.

Read on-level text with purpose and understanding.

BENCHMARK

CC5RF4c.

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 UNDERSTANDING

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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 28: Unit 9 Formal Critique, p. 233-240

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
--------------------------	-------------------	---

STRAND / INDICATOR		Key Ideas and Details
---------------------------	--	------------------------------

ENDURING UNDERSTANDING	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
------------------------	---------	---

ENDURING UNDERSTANDING	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 UNDERSTANDING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
------------------------	---------	---

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
------------------------	--------	--

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

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 UNDERSTANDING	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 UNDERSTANDING	CC5RL10.	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 UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.
------------------------	---------	---

BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
-----------	----------	--

BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 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.)
------------------------	--------	--

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC5SL** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
--------------------	--	---------------------------------

ENDURING UNDERSTANDING	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	CC5SL1a.	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	CC5SL1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
-----------	----------	--

BENCHMARK	CC5SL1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
-----------	----------	---

STANDARD / STRAND **DE.CC5SL** **Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
--------------------	--	---------------------------------

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

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 UNDERSTANDING	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
------------------------	---------	---

ENDURING UNDERSTANDING	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 UNDERSTANDING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
------------------------	---------	---

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC5RF4.	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC5RF4a.	Read on-level text with purpose and understanding.
-----------	----------	--

BENCHMARK	CC5RF4c.	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 UNDERSTANDING	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 UNDERSTANDING	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 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.)
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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).
------------------------	--------	---