

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b> Reading Standards for Informational Text K–5		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Craft and Structure**DETAILED  
DESCRIPTOR

RI.5.4.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Integration of Knowledge and Ideas**DETAILED  
DESCRIPTOR

RI.5.8.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Reading and Level of Text Complexity**DETAILED  
DESCRIPTOR

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Production and Distribution of Writing**DETAILED  
DESCRIPTOR

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Research to Build and Present Knowledge****DETAILED  
DESCRIPTOR**

W.5.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL  
EXPECTATION

W.5.9.b.

Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)"). (W.5.9) (DOK 2,3)

**STRAND /  
COURSE****Speaking and Listening Standards K-5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**

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

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR

SL.5.4.

Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes or central ideas; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR

L.5.4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION

L.5.4.a.

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

**STRAND / COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR

L.5.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

## Language Arts

Grade 5 - Adopted: 2024

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RI.5.2.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RI.5.4.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RI.5.8.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTOR

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL  
EXPECTATION

W.5.2.a.

Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.5.2.b.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.



GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
Lesson 03: Unit 2 Writing from Notes, p. 29-34		
Iowa Student Standards		
Language Arts		
Grade 5 - Adopted: 2024		
STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND / COURSE**

**Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
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**STRAND / COURSE**

**Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
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**STRAND / COURSE**

**Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

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

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 5 - Adopted: 2024**

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**



ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RI.5.8.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTOR

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL  
EXPECTATION

W.5.2.a.

Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.5.2.b.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

GRADE LEVEL  
EXPECTATION

W.5.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.e.

Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)

DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>

DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

STRAND / COURSE College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / COURSE College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Presentation of Knowledge and Ideas**DETAILED  
DESCRIPTOR

4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Literature K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RL.5.2.

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Literature K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Reading and Level of Text Complexity**DETAILED  
DESCRIPTOR

RL.5.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

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

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
DETAILED DESCRIPTOR	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) (DOK 2,3)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.5.4.	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes or central ideas; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

# Iowa Student Standards

## Language Arts

Grade 5 - Adopted: 2024

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>



DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
GRADE LEVEL EXPECTATION	W.5.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.5.3.d.	Use precise words and phrases and sensory details to convey experiences and events.
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)

DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>		<b>Speaking and Listening Standards K-5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>		<b>Language Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b>		<b>Language Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4) (DOK 2,3)
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

**Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62**

**Iowa Student Standards**

**Language Arts**

**Grade 5 - Adopted: 2024**

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND / COURSE** **College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Literature K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RL.5.2.

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Literature K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Reading and Level of Text Complexity**DETAILED  
DESCRIPTOR

RL.5.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Text Types and Purposes****DETAILED  
DESCRIPTOR**

W.5.2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL  
EXPECTATION

W.5.2.a.

Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.5.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.5.3.d.	Use precise words and phrases and sensory details to convey experiences and events.
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4) (DOK 2,3)
<b>STRAND / COURSE</b> Language Standards K-5		

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)
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STRAND / COURSE

Language Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

STRAND / COURSE

College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE

College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND / COURSE

College and Career Readiness Anchor Standards for Writing



ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
GRADE LEVEL EXPECTATION	W.5.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

GRADE LEVEL EXPECTATION	W.5.3.d.	Use precise words and phrases and sensory details to convey experiences and events.
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 2,3,4)
<b>STRAND / COURSE</b> <b>Writing Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b> <b>Writing Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b> <b>Speaking and Listening Standards K-5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b> <b>Speaking and Listening Standards K-5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
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<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
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<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)
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<b>STRAND / COURSE</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
Lesson 09: Unit 4 Summarizing a Reference, p. 73-80		
Iowa Student Standards		
Language Arts		
Grade 5 - Adopted: 2024		
STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE	College and Career Readiness Anchor Standards for Reading	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE	College and Career Readiness Anchor Standards for Writing	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Language		

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)"). (W.5.9) (DOK 2,3)

**STRAND /  
COURSE**

**Writing Standards K–5**



ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

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

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 5 - Adopted: 2024**

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED  
DESCRIPTOR

8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

DETAILED  
DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Conventions of Standard English**DETAILED  
DESCRIPTOR

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RI.5.2.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Craft and Structure**

DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)

DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / COURSE		College and Career Readiness Anchor Standards for Reading
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / COURSE		College and Career Readiness Anchor Standards for Writing
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND / COURSE		College and Career Readiness Anchor Standards for Writing



ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RI.5.2.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Craft and Structure**DETAILED  
DESCRIPTOR

RI.5.4.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Integration of Knowledge and Ideas**DETAILED  
DESCRIPTOR

RI.5.8.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Reading and Level of Text Complexity**DETAILED  
DESCRIPTOR

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Text Types and Purposes**

DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

SL.5.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL  
EXPECTATION

SL.5.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL  
EXPECTATION

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL  
EXPECTATION

SL.5.1.c.

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

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED  
DESCRIPTOR

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

L.5.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL  
EXPECTATION

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

**STRAND /  
COURSE****Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

L.5.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4) (DOK 2,3)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)

<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

<b>STRAND / COURSE</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>

DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>		
<b>Reading Standards for Informational Text K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
<b>STRAND / COURSE</b>		
<b>Reading Standards for Informational Text K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>		
<b>Writing Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>		
<b>Writing Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing



DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4) (DOK 2,3)

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)
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**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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Lesson 13: Unit 5 Writing from Pictures, p. 111-116

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (RL.5.7) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**STRAND / COURSE**                      **Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.5.4.	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes or central ideas; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)

**STRAND / COURSE**                      **Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

**Iowa Student Standards**

**Language Arts**

Grade 5 - Adopted: 2024

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / COURSE**                      **College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (RL.5.7) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes

<b>DETAILED DESCRIPTOR</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
GRADE LEVEL EXPECTATION	W.5.3.a.	Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.5.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.5.3.d.	Use precise words and phrases and sensory details to convey experiences and events.
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>

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

**STRAND / COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

**STRAND / COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

**STRAND / COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)

**STRAND / COURSE**

**Language Standards K–5**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)



## Iowa Student Standards

## Language Arts

Grade 5 - Adopted: 2024

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****Reading Standards for Literature K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RL.5.7.

Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (RL.5.7) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL  
EXPECTATION

W.5.2.a.

Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE LEVEL  
EXPECTATION

W.5.3.a.

Use an organizational structure to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

GRADE LEVEL  
EXPECTATION

W.5.3.c.

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

GRADE LEVEL  
EXPECTATION

W.5.3.d.

Use precise words and phrases and sensory details to convey experiences and events.

GRADE LEVEL  
EXPECTATION

W.5.3.e.

Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RI.5.2.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Craft and Structure**DETAILED  
DESCRIPTOR

RI.5.4.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Integration of Knowledge and Ideas**DETAILED  
DESCRIPTOR

RI.5.8.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Reading and Level of Text Complexity**

DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.5.4.	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes or central ideas; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)

STRAND / COURSE

Language Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / COURSE

Language Standards K–5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

STRAND / COURSE

College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / COURSE

College and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Informational Text K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED  
DESCRIPTOR

W.5.8.

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL  
EXPECTATION

W.5.9.b.

Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED  
DESCRIPTOR

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL  
EXPECTATION

SL.5.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL  
EXPECTATION

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL  
EXPECTATION

SL.5.1.c.

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

**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

STRAND /  
COURSECollege and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STRAND /  
COURSECollege and Career Readiness Anchor Standards for Reading

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STRAND /  
COURSECollege and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Research to Build and Present Knowledge**DETAILED  
DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Presentation of Knowledge and Ideas**DETAILED  
DESCRIPTOR

4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**

DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	



ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**STRAND /  
COURSE** Speaking and Listening Standards K-5

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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**STRAND /  
COURSE** Speaking and Listening Standards K-5

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.5.4.	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes or central ideas; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)
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**STRAND /  
COURSE** Language Standards K-5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**STRAND /  
COURSE** Language Standards K-5

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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## Iowa Student Standards

## Language Arts

Grade 5 - Adopted: 2024

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Reading

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Key Ideas and Details

DETAILED  
DESCRIPTOR

1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DETAILED  
DESCRIPTOR

2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED  
DESCRIPTOR

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Reading

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Craft and Structure

DETAILED  
DESCRIPTOR

4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Text Types and Purposes\*

DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STRAND /  
COURSE

## College and Career Readiness Anchor Standards for Writing

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Production and Distribution of Writing

DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
--------------------------------------	--	--------------------------------

DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**STRAND / COURSE**

**Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
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**STRAND / COURSE**

**Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
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**STRAND / COURSE**

**Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
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**STRAND / COURSE**

**Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
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**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

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

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4) (DOK 2,3)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)

<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

Lesson 20: Unit 7 Inventive Writing, p. 165-172

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

<b>STRAND / COURSE</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
--------------------------------------	--	-------------------------

DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
------------------------	--------	--

GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)

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

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

<b>STRAND / COURSE</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> <b>College and Career Readiness Anchor Standards for Writing</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RL.5.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RI.5.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RI.5.7.

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. (RI.5.7) (DOK 2,3)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL  
EXPECTATION

W.5.2.a.

Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.5.2.b.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

GRADE LEVEL  
EXPECTATION

W.5.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.e.

Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)

DETAILED  
DESCRIPTOR

W.5.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
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Lesson 22: Unit 7 Inventive Writing, p. 181-188

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
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DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STRAND / COURSE College and Career Readiness Anchor Standards for Writing

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STRAND / COURSE College and Career Readiness Anchor Standards for Speaking and Listening

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / COURSE College and Career Readiness Anchor Standards for Language

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
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**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
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**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
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**STRAND /  
COURSE****Speaking and Listening Standards K-5**

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

**STRAND /  
COURSE****Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

**STRAND /  
COURSE****Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

**STRAND /  
COURSE****Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.5.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5) (DOK 2)



# Iowa Student Standards

## Language Arts

Grade 5 - Adopted: 2024

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Text Types and Purposes\*

DETAILED  
DESCRIPTOR

2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DETAILED  
DESCRIPTOR

3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Production and Distribution of Writing

DETAILED  
DESCRIPTOR

4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DETAILED  
DESCRIPTOR

5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Research to Build and Present Knowledge

DETAILED  
DESCRIPTOR

8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Writing

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Range of Writing

DETAILED  
DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### STRAND / COURSE

#### College and Career Readiness Anchor Standards for Speaking and Listening

#### ESSENTIAL CONCEPT AND/OR SKILL

#### Comprehension and Collaboration

DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED  
DESCRIPTOR

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****Reading Standards for Literature K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RL.5.1.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RL.5.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED  
DESCRIPTOR

RI.5.1.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RI.5.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RI.5.7.

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. (RI.5.7) (DOK 2,3)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL  
EXPECTATION

W.5.2.a.

Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.5.2.b.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
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GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
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Lesson 24: Unit 8 Formal Essay Models, p. 197-206

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2024

<b>STRAND / COURSE</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b> <b>College and Career Readiness Anchor Standards for Reading</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Writing		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> College and Career Readiness Anchor Standards for Speaking and Listening		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RL.5.1) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RI.5.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED  
DESCRIPTOR

RI.5.4.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED  
DESCRIPTOR

RI.5.7.

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. (RI.5.7) (DOK 2,3)

DETAILED  
DESCRIPTOR

RI.5.8.

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTOR

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL  
EXPECTATION

W.5.2.a.

Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.5.2.b.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

GRADE LEVEL  
EXPECTATION

W.5.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.e.

Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)
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**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
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**STRAND /  
COURSE****Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

Grade 5 - Adopted: 2024

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
DETAILED DESCRIPTOR	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b> <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b> <b>Reading Standards for Informational Text K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. (RI.5.7) (DOK 2,3)
<b>STRAND / COURSE</b> <b>Reading Standards for Informational Text K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b> <b>Writing Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4) (DOK 2,3)

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

## Iowa Student Standards

### Language Arts

Grade 5 - Adopted: 2024

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Research to Build and Present Knowledge**DETAILED  
DESCRIPTOR

8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Writing**DETAILED  
DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Conventions of Standard English**DETAILED  
DESCRIPTOR

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****Reading Standards for Literature K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RL.5.1.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RL.5.1) (DOK 1,2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RI.5.1.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RI.5.1) (DOK 1,2,3)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2,3)

**STRAND /  
COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)

**STRAND /  
COURSE**

**Speaking and Listening Standards K-5**

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

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

**STRAND /  
COURSE**

**Language Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

Grade 5 - Adopted: 2024



**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Language</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>	<b>Reading Standards for Literature K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Literature K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED  
DESCRIPTOR

RL.5.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL  
EXPECTATION

W.5.2.a.

Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.

GRADE LEVEL  
EXPECTATION

W.5.2.b.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

GRADE LEVEL  
EXPECTATION

W.5.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL  
EXPECTATION

W.5.2.e.

Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED  
DESCRIPTOR

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)

DETAILED  
DESCRIPTOR

W.5.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND /  
COURSE****Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b>	<b>Speaking and Listening Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b>	<b>Language Standards K-5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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**Iowa Student Standards**

**Language Arts**

Grade 5 - Adopted: 2024

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Writing**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes*
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>STRAND / COURSE</b>		<b>College and Career Readiness Anchor Standards for Language</b>
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	4	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Literature K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RL.5.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RI.5.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.1.</b>	<b>Write opinion pieces that explain a perspective or point of view with supporting reasons and evidence.</b>
GRADE LEVEL EXPECTATION	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
GRADE LEVEL EXPECTATION	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
GRADE LEVEL EXPECTATION	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.



GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)"). (W.5.9) (DOK 2,3)

**STRAND / COURSE**

**Writing Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)

**STRAND / COURSE**

**Speaking and Listening Standards K-5**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / COURSE</b>	<b>Language Standards K–5</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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**Iowa Student Standards**

**Language Arts**

Grade 5 - Adopted: 2024

<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Research to Build and Present Knowledge**DETAILED  
DESCRIPTOR

9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Writing****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Range of Writing**DETAILED  
DESCRIPTOR

10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Conventions of Standard English**DETAILED  
DESCRIPTOR

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED DESCRIPTOR	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>		<b>Reading Standards for Literature K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>		<b>Writing Standards K–5</b>
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b> <b>Writing Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b> <b>Speaking and Listening Standards K-5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b> <b>Speaking and Listening Standards K-5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b> <b>Language Standards K–5</b>		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STRAND /  
COURSE**

**Language Standards K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

**Iowa Student Standards**

**Language Arts**

**Grade 5 - Adopted: 2024**

**STRAND /  
COURSE**

**College and Career Readiness Anchor Standards for Reading**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DETAILED DESCRIPTOR	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DETAILED DESCRIPTOR	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes*</b>
DETAILED DESCRIPTOR	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DETAILED DESCRIPTOR	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
DETAILED DESCRIPTOR	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DETAILED DESCRIPTOR	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
DETAILED DESCRIPTOR	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>STRAND / COURSE</b>	<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
DETAILED DESCRIPTOR	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Speaking and Listening****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Comprehension and Collaboration**DETAILED  
DESCRIPTOR

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Conventions of Standard English**DETAILED  
DESCRIPTOR

2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Knowledge of Language**DETAILED  
DESCRIPTOR

3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /  
COURSE****College and Career Readiness Anchor Standards for Language****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Vocabulary Acquisition and Use**DETAILED  
DESCRIPTOR

4

Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DETAILED  
DESCRIPTOR

6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STRAND /  
COURSE****Reading Standards for Literature K–5****ESSENTIAL  
CONCEPT  
AND/OR SKILL****Key Ideas and Details**DETAILED  
DESCRIPTOR

RL.5.1.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RL.5.1) (DOK 1,2,3)

DETAILED  
DESCRIPTOR

RL.5.2.

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)

**STRAND /  
COURSE****Reading Standards for Informational Text K–5**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RI.5.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Reading Standards for Informational Text K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.1.	Write opinion pieces that explain a perspective or point of view with supporting reasons and evidence.
GRADE LEVEL EXPECTATION	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
GRADE LEVEL EXPECTATION	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
GRADE LEVEL EXPECTATION	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.5.4) (DOK 2,3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (W.5.5) (DOK 2,3,4)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9) (DOK 2,3)
<b>STRAND / COURSE</b>	<b>Writing Standards K–5</b>	
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing

DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 1,2,3,4)
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / COURSE</b> Speaking and Listening Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / COURSE</b> Language Standards K-5		
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.

GRADE LEVEL  
EXPECTATION

L.5.2.e.

Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1,2)

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## Language Standards K-5

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Vocabulary Acquisition and Use

DETAILED  
DESCRIPTION

**L.5.4.**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL  
EXPECTATION

L.5.4.a.

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

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## Language Standards K-5

ESSENTIAL  
CONCEPT  
AND/OR SKILL

## Vocabulary Acquisition and Use

## DETAILED DESCRIPTOR

L.5.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)