

# Main Criteria: Frontiers in Writing

## Secondary Criteria: Idaho Content Standards

Subject: Language Arts

Grade: 5

### Frontiers in Writing

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

### Idaho Content Standards

#### Language Arts

Grade 5 - Adopted: 2022

#### STANDARD / COURSE

#### 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
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#### STANDARD / COURSE

#### 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
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#### STANDARD / COURSE

#### 5.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
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#### STANDARD / COURSE

#### 5.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.

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

### Idaho Content Standards

#### Language Arts

#### Grade 5 - Adopted: 2022

#### STANDARD / COURSE 5.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 5.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

#### STANDARD / COURSE 5.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 5.RC-NF. Nonfiction Text (NF)

GLE / BIG IDEA 5.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 5.RC-NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.

#### STANDARD / COURSE 5.VD- Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 5.VD-WB. Word Building (WB)

GLE / BIG IDEA 5.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

#### STANDARD / COURSE 5.VD- Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 5.VD-AV. Academic Vocabulary (AV)

GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE</b>	<b>5.GC-GU.1c.</b>	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

#### STANDARD / COURSE 5.RC- Reading Comprehension Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
<b>GLE / BIG IDEA</b>	<b>5.RC-TE.3.</b>	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

#### STANDARD / COURSE 5.RC- Reading Comprehension Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>5.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
<b>OBJECTIVE</b>	<b>5.RC-NF.6a.</b>	Explain the central ideas of texts, including how they are developed using details; summarize texts.

#### STANDARD / COURSE 5.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
<b>OBJECTIVE</b>	<b>5.VD-WB.1a.</b>	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

#### STANDARD / COURSE 5.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE</b>	<b>5.GC-GU.1c.</b>	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

#### STANDARD / COURSE 5.RC- Reading Comprehension Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
<b>GLE / BIG IDEA</b>	<b>5.RC-TE.3.</b>	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

#### STANDARD / COURSE 5.RC- Reading Comprehension Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>5.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
<b>OBJECTIVE</b>	<b>5.RC-NF.6a.</b>	Explain the central ideas of texts, including how they are developed using details; summarize texts.

#### STANDARD / COURSE 5.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
<b>OBJECTIVE</b>	<b>5.VD-WB.1a.</b>	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

#### STANDARD / COURSE 5.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>



<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE      5.GC-GU.1c.      Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

**STANDARD / COURSE**      **5.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE      5.GC-M.2c.      Underlining, quotation marks, or italics to indicate titles of works.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

**STANDARD / COURSE**      **5.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA      5.RC-TE.3.      Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

**STANDARD / COURSE**      **5.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>5.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>

OBJECTIVE      5.RC-L.5b.      Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.

**STANDARD / COURSE**      **5.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.

GLE / BIG IDEA	5.ODC-OC.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
GLE / BIG IDEA	5.ODC-OC.3.	Summarize the major points a speaker makes and explain how each is supported by reasons and evidence.
GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

#### STANDARD / COURSE      5.RC-      Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-L.	Literature (L)
GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
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#### STANDARD / COURSE      5.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	5.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.
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#### STANDARD / COURSE      5.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

#### STANDARD / COURSE      5.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
OBJECTIVE	5.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
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<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-M.</b>	<b>Mechanics (M)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
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### Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
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<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>5.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
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<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>5.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)



**STANDARD / COURSE**      **5.ODC-**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
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**STANDARD / COURSE**      **5.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
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<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
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OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
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**STANDARD / COURSE**      **5.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-M.</b>	<b>Mechanics (M)</b>
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<b>GLE / BIG IDEA</b>	<b>5.GC-M.2.</b>	<b>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</b>
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OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
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Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

**Idaho Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2022**

**STANDARD / COURSE**      **5.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
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**STANDARD / COURSE**      **5.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>5.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
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<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
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<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
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<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
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<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
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<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
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GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
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<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
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GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
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GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
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GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
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<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
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GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
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Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
OBJECTIVE	5.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.

GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

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

## Idaho Content Standards

### Language Arts

#### Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
OBJECTIVE	5.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.



OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
OBJECTIVE	5.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>

<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

### Lesson 13: Unit 5 Writing from Pictures, p. 111-116

## Idaho Content Standards

### Language Arts

#### Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	5.GC-GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	5.VD-WB.2.	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.
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Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.



<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
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<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
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GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
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<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
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GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
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<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
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GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.
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## Idaho Content Standards

## Language Arts

Grade 5 - Adopted: 2022

STANDARD /  
COURSE 5.RC- Reading Comprehension StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 5.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD /  
COURSE 5.RC- Reading Comprehension StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 5.RC-NF. Nonfiction Text (NF)

GLE / BIG IDEA 5.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 5.RC-NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.

STANDARD /  
COURSE 5.VD- Vocabulary Development StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 5.VD-WB. Word Building (WB)

GLE / BIG IDEA 5.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD /  
COURSE 5.VD- Vocabulary Development StrandCONTENT  
KNOWLEDGE  
AND SKILLS /  
GOAL 5.VD-WB. Word Building (WB)

GLE / BIG IDEA 5.VD-WB.2. Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD /  
COURSE 5.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.

GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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

## Idaho Content Standards

### Language Arts

#### Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
OBJECTIVE	5.RC-NF.6b.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>5.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.

OBJECTIVE	5.RC-NF.6b.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
OBJECTIVE	5.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.



OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.

<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

**STANDARD / COURSE**      **5.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
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**STANDARD / COURSE**      **5.RS-**      **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
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**STANDARD / COURSE**      **5.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
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GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
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GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
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GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **5.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	5.ODC-DC.6.	Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

## Lesson 22: Unit 7 Inventive Writing, p. 181-188

### Idaho Content Standards

#### Language Arts

#### Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.
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Lesson 23: Unit 7 Inventive Writing, p. 189-196

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

**STANDARD / COURSE**      **5.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **5.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.

**STANDARD / COURSE**      **5.ODC-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-DC.	Digital Communications (DC)
GLE / BIG IDEA	5.ODC-DC.6.	Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

**STANDARD / COURSE**      **5.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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

## Idaho Content Standards

### Language Arts

#### Grade 5 - Adopted: 2022

STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
OBJECTIVE	5.RC-NF.6b.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)



<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-DC.</b>	<b>Digital Communications (DC)</b>
GLE / BIG IDEA	5.ODC-DC.6.	Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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

## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

**STANDARD / COURSE**      **5.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE      5.VD-WB.1c.      Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.

**STANDARD / COURSE**      **5.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE      5.VD-WB.2b.      Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

**STANDARD / COURSE**      **5.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA      5.VD-AV.3.      Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

**STANDARD / COURSE**      **5.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA      5.RS-IP.1.      Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

**STANDARD / COURSE**      **5.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      5.W-RW.3.      Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

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

## Idaho Content Standards

### Language Arts

#### Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
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<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
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<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
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OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
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OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.
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Lesson 27: Unit 9 Formal Critique, p. 223-232

## Idaho Content Standards

### Language Arts

#### Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
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<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-L.</b>	<b>Literature (L)</b>
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<b>GLE / BIG IDEA</b>	<b>5.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
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OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
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<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
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<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
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<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
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<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
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GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
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GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
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GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

### Lesson 28: Unit 9 Formal Critique, p. 233-240

## Idaho Content Standards

### Language Arts

#### Grade 5 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.



OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
<b>STANDARD / COURSE</b>	<b>5.RC-</b>	<b>Reading Comprehension Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

#### STANDARD / COURSE 5.RC- Reading Comprehension Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 5.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

#### STANDARD / COURSE 5.RC- Reading Comprehension Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 5.RC-L. Literature (L)

GLE / BIG IDEA 5.RC-L.5. Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE 5.RC-L.5b. Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.

#### STANDARD / COURSE 5.VD- Vocabulary Development Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 5.VD-WB. Word Building (WB)

GLE / BIG IDEA 5.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

#### STANDARD / COURSE 5.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>5.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to grade-level texts.</b>
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.

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## Idaho Content Standards

### Language Arts

Grade 5 - Adopted: 2022

STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-L.	Literature (L)
GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
<b>STANDARD / COURSE</b>	<b>5.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
<b>STANDARD / COURSE</b>	<b>5.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>5.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>5.ODC-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
<b>STANDARD / COURSE</b>	<b>5.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>5.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>5.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
OBJECTIVE	5.GC-GU.1e.	Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.