

# Main Criteria: Frontiers in Writing

## Secondary Criteria: New Hampshire College and Career Ready Standards

**Subject:** Language Arts

**Grade:** 5

### Frontiers in Writing

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

**STANDARD / GLE**           **Key Ideas and Details**

GRADE LEVEL EXPECTATION      RI.5.2.      Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

**STANDARD / GLE**           **Craft and Structure**

GRADE LEVEL EXPECTATION      RI.5.4.      Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

**STANDARD / GLE**           **Integration of Knowledge and Ideas**

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

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

**STANDARD / GLE**           **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION      RI.5.10.      By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND / STANDARD**      **NH.CC.R F.5.**      **Reading Standards: Foundational Skills**

**STANDARD / GLE**           **Fluency**

GRADE LEVEL EXPECTATION      RF.5.4.      Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 02: Unit 2 Writing from Notes, p. 19-28

New Hampshire College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure

GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

STANDARD / GLE		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD**      **NH.CC.RF.5.**      **Reading Standards: Foundational Skills**

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

<b>STANDARD / GLE</b>		<b>Range of Writing</b>
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

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

<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION      L.5.2(e)      Spell grade-appropriate words correctly, consulting references as needed.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION      L.5.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION      RI.5.2.      Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION      RI.5.4.      Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI.5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W.5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W.5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Production and Distribution of Writing

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



<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

# New Hampshire College and Career Ready Standards

## Language Arts

Grade 5 - Adopted: 2010

### STRAND / STANDARD NH.CC.RI .5. Reading Standards for Informational Text

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### STRAND / STANDARD NH.CC.RI .5. Reading Standards for Informational Text

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

### STRAND / STANDARD NH.CC.RI .5. Reading Standards for Informational Text

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

### STRAND / STANDARD NH.CC.RI .5. Reading Standards for Informational Text

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

### STRAND / STANDARD NH.CC.RF.5. Reading Standards: Foundational Skills

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### STRAND / STANDARD NH.CC.W. 5. Writing Standards

STANDARD / GLE		Text Types and Purposes
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.

EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
GRADE LEVEL EXPECTATION	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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New Hampshire College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>



STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**STRAND / STANDARD** **NH.CC.L. 5.** **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.5.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STRAND / STANDARD** **NH.CC.L. 5.** **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION L.5.5(c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**STRAND / STANDARD** **NH.CC.L. 5.** **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

**STRAND / STANDARD** **NH.CC.R L.5.** **Reading Standards for Literature**

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**STRAND / STANDARD** **NH.CC.R L.5.** **Reading Standards for Literature**

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.5.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</b>

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<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
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STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.R F.5.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

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

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

## Language Arts

Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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<b>STRAND / STANDARD</b>	<b>NH.CC.R F.5.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>STANDARD / GLE</b>		<b>Fluency</b>
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GRADE LEVEL EXPECTATION	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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<b>STRAND / STANDARD</b>	<b>NH.CC.W 5.</b>	<b>Writing Standards</b>
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<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

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

**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

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

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
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<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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### Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
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STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.5.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>



STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

EXPECTATION      L.5.5(c)      Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION      L.5.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 5 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION      RI.5.2.      Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION      RI.5.4.      Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION      RI.5.8.      Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>

GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**STRAND / STANDARD**      **NH.CC.R L.5.**      **Reading Standards for Literature**
**STANDARD / GLE**      **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION      RL.5.7.      Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**
**STANDARD / GLE**      **Production and Distribution of Writing**

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

GRADE LEVEL EXPECTATION      W.5.5.      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**
**STANDARD / GLE**      **Comprehension and Collaboration**

GRADE LEVEL EXPECTATION      SL.5.1.      Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION      SL.5.1(a)      Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION      SL.5.1(b)      Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION      SL.5.1(c)      Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**
**STANDARD / GLE**      **Presentation of Knowledge and Ideas**

GRADE LEVEL EXPECTATION      SL.5.4.      Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**
**STANDARD / GLE**      **Conventions of Standard English**

GRADE LEVEL EXPECTATION      L.5.1.      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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Lesson 14: Unit 5 Writing from Pictures, p.117-122

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>

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



<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>

<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

### New Hampshire College and Career Ready Standards

#### Language Arts

Grade 5 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.5.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.

EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>



<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

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<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>

<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W.5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD</b>	<b>NH.CC.W.5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

STANDARD / GLE		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

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

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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# New Hampshire College and Career Ready Standards

## Language Arts

Grade 5 - Adopted: 2010

### STRAND / STANDARD NH.CC.RI .5. Reading Standards for Informational Text

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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### STRAND / STANDARD NH.CC.RI .5. Reading Standards for Informational Text

STANDARD / GLE		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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### STRAND / STANDARD NH.CC.RI .5. Reading Standards for Informational Text

STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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### STRAND / STANDARD NH.CC.RI .5. Reading Standards for Informational Text

STANDARD / GLE		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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### STRAND / STANDARD NH.CC.RF.5. Reading Standards: Foundational Skills

STANDARD / GLE		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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### STRAND / STANDARD NH.CC.W. 5. Writing Standards

STANDARD / GLE		Text Types and Purposes
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>

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

<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

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<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>



EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

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

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>

GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W.5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.



EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

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

GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 5 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION      L.5.4(c)      Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

**New Hampshire College and Career Ready Standards**

**Language Arts**

Grade 5 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.R L.5.**      **Reading Standards for Literature**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION      RL.5.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION      RI.5.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

<b>STANDARD / GLE</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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EXPECTATION      W.5.2(a)      Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION      W.5.2(b)      Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION      W.5.2(c)      Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

EXPECTATION      W.5.2(d)      Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION      W.5.2(e)      Provide a concluding statement or section related to the information or explanation presented.

**STRAND / STANDARD**      **NH.CC.W. 5. Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STRAND / STANDARD**      **NH.CC.W. 5. Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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**STRAND / STANDARD**      **NH.CC.W. 5. Writing Standards**

STANDARD / GLE		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND / STANDARD**      **NH.CC.S L.5. Speaking and Listening Standards**

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

STANDARD / GLE		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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

## New Hampshire College and Career Ready Standards

### Language Arts

#### Grade 5 - Adopted: 2010

<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.R L.5.</b>	<b>Reading Standards for Literature</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.R F.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND / STANDARD**      **NH.CC.W. 5. Writing Standards**

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

**STRAND / STANDARD**      **NH.CC.W. 5. Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STRAND / STANDARD**      **NH.CC.W. 5. Writing Standards**

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

**STRAND / STANDARD**      **NH.CC.W. 5. Writing Standards**

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



**STRAND / STANDARD**      **NH.CC.S L.5.**      **Speaking and Listening Standards**

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

STANDARD / GLE		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STRAND / STANDARD	NH.CC.L. 5.	Language Standards
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STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 28: Unit 9 Formal Critique, p. 233-240

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
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STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
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STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
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STANDARD / GLE		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
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STANDARD / GLE		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**STRAND / STANDARD**      **NH.CC.RI .5.**      **Reading Standards for Informational Text**

STANDARD / GLE		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD**      **NH.CC.R F.5.**      **Reading Standards: Foundational Skills**

STANDARD / GLE		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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EXPECTATION	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
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EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.
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EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

## New Hampshire College and Career Ready Standards

### Language Arts

Grade 5 - Adopted: 2010

**STRAND / STANDARD**      **NH.CC.R L.5.**      **Reading Standards for Literature**

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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**STRAND / STANDARD**      **NH.CC.R L.5.**      **Reading Standards for Literature**

STANDARD / GLE		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD**      **NH.CC.R F.5.**      **Reading Standards: Foundational Skills**

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**STRAND / STANDARD**      **NH.CC.W. 5.**      **Writing Standards**

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION      L.5.2(b)      Use a comma to separate an introductory element from the rest of the sentence.

EXPECTATION      L.5.2(e)      Spell grade-appropriate words correctly, consulting references as needed.

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

**STRAND / STANDARD**      **NH.CC.L. 5.**      **Language Standards**

STANDARD / GLE		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION      L.5.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**New Hampshire College and Career Ready Standards**

**Language Arts**

**Grade 5 - Adopted: 2010**

**STRAND / STANDARD**      **NH.CC.R L.5.**      **Reading Standards for Literature**

STANDARD / GLE		Key Ideas and Details
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GRADE LEVEL EXPECTATION      RL.5.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STRAND / STANDARD</b>	<b>NH.CC.RI .5.</b>	<b>Reading Standards for Informational Text</b>
<b>STANDARD / GLE</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD</b>	<b>NH.CC.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STANDARD / GLE</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.
EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STRAND / STANDARD</b>	<b>NH.CC.W. 5.</b>	<b>Writing Standards</b>
<b>STANDARD / GLE</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STRAND / STANDARD</b>	<b>NH.CC.S L.5.</b>	<b>Speaking and Listening Standards</b>
<b>STANDARD / GLE</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.

EXPECTATION	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD</b>	<b>NH.CC.L. 5.</b>	<b>Language Standards</b>
<b>STANDARD / GLE</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).