

Main Criteria: Frontiers in Writing

Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE

Key Ideas and Details

GSE STEM

1

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

GSE STEM

2

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

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE

Craft and Structure

GSE STEM

4

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

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE

Production and Distribution of Writing

GSE STEM

4

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

DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE

Comprehension and Collaboration

GSE STEM

1

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

GSE STEM

2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.a. Read grade-level text with purpose and understanding.

INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR 3.b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.

SPECIFIC INDICATOR 3.f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)

SPECIFIC INDICATOR 3.g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 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.)

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 02: Unit 2 Writing from Notes, p. 19-28

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM 1 Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
---------------------------------	--	---------------------------------

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	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 a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
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GSE STEM		Fluency
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SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN

Grade 5 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN

Grade 5 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	--

GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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GSE STEM	3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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DOMAIN

Grade 5 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
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DOMAIN

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 3 Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

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

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
---------------------------------	--	---

GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
---------------------------------	--	------------------

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.c.	Use a variety of transitional words, phrases, and clauses to manage sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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SPECIFIC INDICATOR 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	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 a text.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.a. Read grade-level text with purpose and understanding.

INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR 2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR 3.a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

SPECIFIC INDICATOR 3.b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.

SPECIFIC INDICATOR 3.c. Use a variety of transitional words, phrases, and clauses to manage sequence.

SPECIFIC INDICATOR 3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely.

SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	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
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening		
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	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 a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.c.	Use a variety of transitional words, phrases, and clauses to manage sequence.
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SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SPECIFIC INDICATOR 2.f. Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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.**

SPECIFIC INDICATOR 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN		College and Career Readiness Anchor Standards for Writing
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STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SPECIFIC INDICATOR 2.f. Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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.**

SPECIFIC INDICATOR 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)**

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SPECIFIC INDICATOR 2.f. Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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.**

SPECIFIC INDICATOR 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
---------------------------------	--	---------------------------------

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	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
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
---------------------------------	--	---------------------------------

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
--------------------	--	--------------------------------

INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
---------------------------------	--	---------------------------------

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
---------------------------------	--	-----------------------

GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	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
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	---

GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	--

GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
---------------------------------	--	------------------------------

GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

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

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.c.	Use a variety of transitional words, phrases, and clauses to manage sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
---------------------------------	--	---

GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 15: Unit 5 Writing from Pictures, p.123-130

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	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).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
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SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.c.	Use a variety of transitional words, phrases, and clauses to manage sequence.
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SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards**Language Arts**

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM 1 Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN	College and Career Readiness Anchor Standards for Speaking and Listening	

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	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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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Language Arts

Grade 5 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE

Text Types and Purposes

GSE STEM 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE

Production and Distribution of Writing

GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE

Range of Writing

GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE

Comprehension and Collaboration

GSE STEM 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE

Vocabulary Acquisition and Use

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE

Text Types and Purposes

GSE STEM 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.

DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.c. Use a comma to separate an introductory element from the rest of the sentence.

SPECIFIC INDICATOR 2.f. Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	---------------------------------

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
---------------------------------	--	--------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIFIC INDICATOR 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
--	--	---

GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	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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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
--	--	--

GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.

DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.c. Use a comma to separate an introductory element from the rest of the sentence.

SPECIFIC INDICATOR 2.f. Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
SPECIFIC INDICATOR	9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

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

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
---------------------------------	--	------------------

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	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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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN	Grade 5 Language Standards [L]	
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN	College and Career Readiness Anchor Standards for Reading	
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN	College and Career Readiness Anchor Standards for Writing	
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN	College and Career Readiness Anchor Standards for Writing	
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STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	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 a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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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DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	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 a text.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
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SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

SPECIFIC INDICATOR	1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR 2.c. Use a comma to separate an introductory element from the rest of the sentence.

SPECIFIC INDICATOR 2.e. Use underlining, quotation marks, or italics to indicate titles of works.

SPECIFIC INDICATOR 2.f. Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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 a text.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.

INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards

Language Arts

Grade 5 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN

College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN

College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	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 a text.
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DOMAIN

Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 1 Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

SPECIFIC INDICATOR 2 Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 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).

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

DOMAIN **Grade 5 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

SPECIFIC INDICATOR	1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SPECIFIC INDICATOR	2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN **Grade 5 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
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SPECIFIC INDICATOR	3.f.	For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)
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SPECIFIC INDICATOR	3.g.	For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	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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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
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DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	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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DOMAIN

Grade 5 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	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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SPECIFIC INDICATOR	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SPECIFIC INDICATOR	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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DOMAIN

Grade 5 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.c.	Use a comma to separate an introductory element from the rest of the sentence.
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SPECIFIC INDICATOR	2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
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SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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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SPECIFIC INDICATOR	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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DOMAIN **Grade 5 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	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). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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