

# Main Criteria: Frontiers in Writing

## Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grade: 5

### Frontiers in Writing

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

## Tennessee Academic Standards

### Language Arts

Grade 5 - Adopted: 2016

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL  
STRAND /  
GUIDING  
QUESTION

FL.F.5

Fluency - Standard 5

GUIDING  
QUESTION /  
LEARNING  
EXPECTATION

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

LEARNING  
EXPECTATION

5.FL.F.5

Read with sufficient accuracy and fluency to support comprehension.

INDICATOR

5.FL.F.5.  
a.

Read grade-level text with purpose and understanding.

INDICATOR

5.FL.F.5.  
c.

Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL  
STRAND /  
GUIDING  
QUESTION

FL.VA.7

Vocabulary Acquisition - Standard 7

GUIDING  
QUESTION /  
LEARNING  
EXPECTATION

Cornerstone: 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.

LEARNING  
EXPECTATION

5.FL.VA.7  
a.

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.

INDICATOR

5.FL.VA.  
7a.i.

Use context as a clue to the meaning of a word or phrase.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL  
STRAND /  
GUIDING  
QUESTION

FL.VA.7

Vocabulary Acquisition - Standard 7

<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
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LEARNING EXPECTATION

5.FL.VA.7c.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
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LEARNING EXPECTATION

5.RI.KID.2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.3.</b>	<b>Key Ideas and Details - Standard 3</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
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LEARNING EXPECTATION

5.RI.KID.3.

Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
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LEARNING EXPECTATION

5.RI.CS.4.

Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>
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LEARNING EXPECTATION

5.RI.IKI.7.

Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
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LEARNING EXPECTATION

5.RI.IKI.8.

Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>
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LEARNING EXPECTATION

5.RI.RRTC. C.10.

Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION

5.SL.CC. 1

Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION      5.SL.PK.4      Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION      5.W.PD.W.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK.9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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LEARNING EXPECTATION      5.W.RBP.K.9      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

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

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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LEARNING EXPECTATION      5.FL.WC.4      Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
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INDICATOR	5.FL.F.5. c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 a.	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.

INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD / COURSE</b>		<b>FOUNDATIONAL LITERACY STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.

LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.2.	Key Ideas and Details - Standard 2
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	5.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.3.	Key Ideas and Details - Standard 3
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	5.RI.KID.3.	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.CS.4.	Craft and Structure - Standard 4
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IK1.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IK1.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2.a.	Introduce a topic by providing a general observation and focus.
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INDICATOR	5.W.TP.2.b.	Group related information logically.
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INDICATOR	5.W.TP.2.c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
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INDICATOR	5.W.TP.2.d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	5.W.TP.2.e.	Provide a conclusion related to the information or explanation presented.
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INDICATOR	5.W.TP.2.f.	Link ideas within and across categories of information using words, phrases, and clauses.
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INDICATOR	5.W.TP.2.g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2.h.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 03: Unit 2 Writing from Notes, p. 29-34

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	5.FL.F.5.a.	Read grade-level text with purpose and understanding.
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INDICATOR	5.FL.F.5.c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 b.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

INDICATOR	5.FL.VA.7b.iii.	Use the relationship between particular words to better understand each of the words.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>

LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.3.</b>	<b>Key Ideas and Details - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
3.

Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING  
EXPECTATION

5.RI.CS.4  
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Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

5.RI.IKI.7.

Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION

5.RI.IKI.8.

Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION

5.RI.RRTC.10.

Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION

5.SL.CC.1

Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

LEARNING EXPECTATION

5.W.TP.2

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

INDICATOR

5.W.TP.2.  
a.

Introduce a topic by providing a general observation and focus.

INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION      5.W.PD W.5      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>

LEARNING EXPECTATION      5.W.RBP K.8      Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION      5.W.RBP K.9      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION      5.W.RW. 10      Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

# Tennessee Academic Standards

## Language Arts

Grade 5 - Adopted: 2016

### STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 5.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

### STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 5.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 5.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

### STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR 5.FL.SC.6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 a.	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.

INDICATOR	5.FL.VA. 7a.i.	Use context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	5.FL.VA. 7b.iii.	Use the relationship between particular words to better understand each of the words.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.FL.VA. 7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
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LEARNING EXPECTATION	5.RI.KI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>
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LEARNING EXPECTATION	5.RI.RRTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
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INDICATOR	5.W.TP.2.a.	Introduce a topic by providing a general observation and focus.
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INDICATOR	5.W.TP.2.b.	Group related information logically.
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INDICATOR	5.W.TP.2.c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
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INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 5.W.PDW.4 W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
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INDICATOR	5.FL.F.5. c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	5.FL.VA. 7a.i.	Use context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>

LEARNING EXPECTATION	5.FL.VA. 7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION	5.RL.RRT C.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	5.SL.CC.2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEARNING EXPECTATION	5.SL.CC.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	5.SL.PKI.4	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	5.W.PD.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP.K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
<b>INDICATOR</b>	<b>5.FL.SC.6.d.</b>	<b>Recognize and correct inappropriate shifts in verb tense.</b>

**INDICATOR****5.FL.SC.6.j.****Write multiple cohesive paragraphs on a topic.****STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>5.FL.VA.7a.iii.</b>	<b>Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</b>

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 b.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>5.FL.VA.7b.iii.</b>	<b>Use the relationship between particular words to better understand each of the words.</b>

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>

LEARNING EXPECTATION      5.FL.VA.7c.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION      5.SL.CC.1      Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR      5.W.TP.2.b.      Group related information logically.

INDICATOR      5.W.TP.2.c.      Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR	5.W.TTP. 3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	5.W.TTP. 3.d.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
INDICATOR	5.W.TTP. 3.e.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
LEARNING EXPECTATION	5.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

<b>STRAND / STANDARD / COURSE</b>		<b>FOUNDATIONAL LITERACY STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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<b>STRAND / STANDARD / COURSE</b>		<b>FOUNDATIONAL LITERACY STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	5.FL.F.5.a.	Read grade-level text with purpose and understanding.
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INDICATOR	5.FL.F.5. c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 a.	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.

INDICATOR	5.FL.VA. 7a.i.	Use context as a clue to the meaning of a word or phrase.
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INDICATOR	5.FL.VA. 7a.iii.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	5.FL.VA.7b.iii.	Use the relationship between particular words to better understand each of the words.
<b>STRAND / STANDARD / COURSE</b>	<b>FOUNDATIONAL LITERACY STANDARDS</b>	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
<b>STRAND / STANDARD / COURSE</b>	<b>READING STANDARDS - LITERATURE</b>	
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD / COURSE</b>	<b>SPEAKING AND LISTENING STANDARDS</b>	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
<b>STRAND / STANDARD / COURSE</b>	<b>WRITING STANDARDS</b>	
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2. b.	Group related information logically.
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INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
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INDICATOR	5.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
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INDICATOR	5.W.TTP.3.d.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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INDICATOR	5.W.TTP.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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INDICATOR	5.W.TTP.3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
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INDICATOR	5.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	5.W.PD.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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LEARNING EXPECTATION      5.W.PD W.5      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK.9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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LEARNING EXPECTATION      5.W.RBP K.9      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
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LEARNING EXPECTATION      5.W.RW.10      Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	5.FL.VA.7b.iii.	Use the relationship between particular words to better understand each of the words.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	5.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2.b.	Group related information logically.
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INDICATOR	5.W.TP.2.c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	5.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
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INDICATOR	5.W.TTP.3.d.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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INDICATOR	5.W.TTP.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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INDICATOR	5.W.TTP.3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
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INDICATOR	5.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION      5.W.PD W.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION      5.W.PD W.5      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK.9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION      5.W.RBP K.9      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION      5.W.RW.10      Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

# Tennessee Academic Standards

## Language Arts

Grade 5 - Adopted: 2016

### STRAND / STANDARD / COURSE

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 5.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

### STRAND / STANDARD / COURSE

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 5.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 5.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

### STRAND / STANDARD / COURSE

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR 5.FL.SC.6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 a.	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.

INDICATOR	5.FL.VA. 7a.i.	Use context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	5.FL.VA. 7b.iii.	Use the relationship between particular words to better understand each of the words.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.FL.VA. 7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
LEARNING EXPECTATION	5.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / STANDARD / COURSE</b>	<b>READING STANDARDS – INFORMATIONAL TEXT</b>	
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.3.	<b>Key Ideas and Details - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
LEARNING EXPECTATION	5.RI.KID.3.	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
<b>STRAND / STANDARD / COURSE</b>	<b>READING STANDARDS – INFORMATIONAL TEXT</b>	
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.CS.4.	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
LEARNING EXPECTATION	5.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
<b>STRAND / STANDARD / COURSE</b>	<b>READING STANDARDS – INFORMATIONAL TEXT</b>	
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.IKI.7.	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
<b>STRAND / STANDARD / COURSE</b>	<b>READING STANDARDS – INFORMATIONAL TEXT</b>	
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.IKI.8.	<b>Integration of Knowledge and Ideas - Standard 8</b>

<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
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LEARNING EXPECTATION	5.RI.KI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>
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LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
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INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
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INDICATOR	5.W.TP.2. b.	Group related information logically.
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INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
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INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 5.W.PDW.4 W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR 5.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 5.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 5.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 5.FL.SC.6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR 5.FL.SC.6.j. Write multiple cohesive paragraphs on a topic.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
<b>LEARNING EXPECTATION</b>	5.FL.VA.7 a.	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.
INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.

INDICATOR	5.FL.VA.7a.iii.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
<b>LEARNING EXPECTATION</b>	5.FL.VA.7 b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	5.FL.VA.7b.iii.	Use the relationship between particular words to better understand each of the words.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.2.	Key Ideas and Details - Standard 2
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	5.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3.	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LEARNING EXPECTATION	5.R.I.KI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.R.I.RTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP. 3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 5.W.PDW.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR 5.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 5.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 5.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 5.FL.SC.6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR 5.FL.SC.6.j. Write multiple cohesive paragraphs on a topic.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
<b>LEARNING EXPECTATION</b>	5.FL.VA.7 a.	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.
INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.

INDICATOR	5.FL.VA.7a.iii.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
<b>LEARNING EXPECTATION</b>	5.FL.VA.7 b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	5.FL.VA.7b.iii.	Use the relationship between particular words to better understand each of the words.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.2.	Key Ideas and Details - Standard 2
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	5.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	5.RI.KID.3.	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	5.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LEARNING EXPECTATION	5.R.I.KI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.R.I.RTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP. 3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 5.W.PDW.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR 5.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 5.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 5.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 5.FL.SC.6.a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.

INDICATOR 5.FL.SC.6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR 5.FL.SC.6.g. Use a comma to separate an introductory element from the rest of the sentence.

INDICATOR 5.FL.SC.6.j. Write multiple cohesive paragraphs on a topic.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
<b>LEARNING EXPECTATION</b>	5.FL.VA.7 a.	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.

INDICATOR 5.FL.VA.7a.i. Use context as a clue to the meaning of a word or phrase.

INDICATOR 5.FL.VA.7a.iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
<b>LEARNING EXPECTATION</b>	5.FL.VA.7 b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR 5.FL.VA.7b.iii. Use the relationship between particular words to better understand each of the words.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.

LEARNING EXPECTATION 5.FL.VA.7c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.2.	Key Ideas and Details - Standard 2
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
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LEARNING EXPECTATION	5.RI.KI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>
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LEARNING EXPECTATION	5.RI.RRTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
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INDICATOR	5.W.TP.2.a.	Introduce a topic by providing a general observation and focus.
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INDICATOR	5.W.TP.2.b.	Group related information logically.
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INDICATOR	5.W.TP.2.c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
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INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 5.W.PDW.4 W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 13: Unit 5 Writing from Pictures, p. 111-116

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 5.FL.SC.6.a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>

LEARNING EXPECTATION 5.FL.VA.7c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.7</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION 5.RL.IK1.7. Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 5.SL.CC.1. Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**



<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
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<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
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INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
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<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 b.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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INDICATOR	5.FL.VA.7b.iii.	Use the relationship between particular words to better understand each of the words.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
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LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

5.RL.IK1.7

Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING  
EXPECTATION

5.SL.CC.  
1

Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR

5.W.TP.2.  
b.

Group related information logically.

INDICATOR

5.W.TP.2.  
c.

Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>

<b>LEARNING EXPECTATION</b>	<b>5.W.TTP. 3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
INDICATOR	5.W.TTP. 3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	5.W.TTP. 3.d.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
INDICATOR	5.W.TTP. 3.e.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 5.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 5.W.PD W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>
LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	W.RW.10	Range of Writing - Standard 10
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
LEARNING EXPECTATION	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.WC.4	Word Composition - Standard 4
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.SC.6	Sentence Composition - Standard 6
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>

<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.g.	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 b.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
INDICATOR	5.FL.VA. 7b.iii.	Use the relationship between particular words to better understand each of the words.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7c.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</b>

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>
<b>LEARNING EXPECTATION</b>	<b>5.RL.IK1.7</b>	<b>Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</b>

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION      5.SL.CC.1      Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR      5.W.TP.2. b.      Group related information logically.

INDICATOR      5.W.TP.2. c.      Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR      5.W.TTP.3. b.      Organize an event sequence that unfolds naturally and logically.

INDICATOR      5.W.TTP.3. d.      Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

INDICATOR      5.W.TTP.3. e.      Provide a conclusion that follows from the narrated experiences or events.

INDICATOR	5.W.TTP.3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
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INDICATOR	5.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	<b>Production and Distribution of Writing - Standard 4</b>
GUIDING QUESTION / LEARNING EXPECTATION		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION	5.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	<b>Production and Distribution of Writing - Standard 5</b>
GUIDING QUESTION / LEARNING EXPECTATION		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	<b>Research to Build and Present Knowledge - Standard 8</b>
GUIDING QUESTION / LEARNING EXPECTATION		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>

LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	<b>Range of Writing - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
LEARNING EXPECTATION	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

<b>FOUNDATIONAL LITERACY STANDARDS</b>		
<b>STRAND / STANDARD / COURSE</b>		
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.F.5	Fluency - Standard 5
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	5.FL.F.5	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	5.FL.F.5.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

<b>FOUNDATIONAL LITERACY STANDARDS</b>		
<b>STRAND / STANDARD / COURSE</b>		
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	5.FL.VA.7 a.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.

<b>FOUNDATIONAL LITERACY STANDARDS</b>		
<b>STRAND / STANDARD / COURSE</b>		
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7

<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
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LEARNING EXPECTATION

5.FL.VA.7c.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
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**GUIDING QUESTION / LEARNING EXPECTATION**

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

LEARNING EXPECTATION

5.RI.KID.2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.3.</b>	<b>Key Ideas and Details - Standard 3</b>
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**GUIDING QUESTION / LEARNING EXPECTATION**

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

LEARNING EXPECTATION

5.RI.KID.3.

Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
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**GUIDING QUESTION / LEARNING EXPECTATION**

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

LEARNING EXPECTATION

5.RI.CS.4.

Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>
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LEARNING EXPECTATION

5.RI.IK1.7.

Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
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**GUIDING QUESTION / LEARNING EXPECTATION**

**Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

LEARNING EXPECTATION

5.RI.IK1.8.

Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
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**GUIDING QUESTION / LEARNING EXPECTATION**

**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**

LEARNING EXPECTATION

5.RI.RRTC.10.

Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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**GUIDING QUESTION / LEARNING EXPECTATION**

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

LEARNING EXPECTATION

5.SL.CC.1

Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PK1.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION      5.SL.PKI.4      Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION      5.W.PD.W.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK.9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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LEARNING EXPECTATION      5.W.RBP.K.9      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

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

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
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INDICATOR	5.FL.F.5. c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
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INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC. 6.g.	Use a comma to separate an introductory element from the rest of the sentence.
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INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.3.</b>	<b>Key Ideas and Details - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

LEARNING EXPECTATION      5.RI.KID.3.      Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION      5.RI.CS.4.      Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION      5.RI.IKI.7.      Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION      5.RI.IKI.8.      Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION      5.RI.RRTC.10.      Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION      5.SL.CC.1      Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR      5.W.TP.2.a.      Introduce a topic by providing a general observation and focus.

INDICATOR      5.W.TP.2.b.      Group related information logically.

INDICATOR      5.W.TP.2.c.      Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader

INDICATOR      5.W.TP.2.d.      Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR      5.W.TP.2.e.      Provide a conclusion related to the information or explanation presented.

INDICATOR      5.W.TP.2.f.      Link ideas within and across categories of information using words, phrases, and clauses.

INDICATOR	5.W.TP.2.g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2.h.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	5.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	5.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>

LEARNING EXPECTATION      5.W.RBP K.8      Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION      5.W.RBP K.9      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION      5.W.RW. 10      Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>

<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.

INDICATOR	5.FL.F.5. c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	5.FL.VA. 7a.i.	Use context as a clue to the meaning of a word or phrase.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>

LEARNING EXPECTATION	5.FL.VA. 7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION	5.RI.KID. 2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION 5.RI.KID.3. Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION 5.RI.CS.4. Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION 5.RI.IKI.7. Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LEARNING EXPECTATION 5.RI.IKI.8. Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION      5.RI.RTC. C.10.      Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION      5.SL.CC. 1      Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION      5.SL.PKI. 4      Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION      5.W.PD W.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**



<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 5.FL.SC.6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR 5.FL.SC.6.g. Use a comma to separate an introductory element from the rest of the sentence.

INDICATOR 5.FL.SC.6.j. Write multiple cohesive paragraphs on a topic.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR 5.FL.VA.7a.i. Use context as a clue to the meaning of a word or phrase.

INDICATOR 5.FL.VA.7a.iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 b.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

INDICATOR 5.FL.VA.7b.iii. Use the relationship between particular words to better understand each of the words.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>

LEARNING  
EXPECTATION

5.FL.VA.  
7c.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.3.</b>	<b>Key Ideas and Details - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
3.

Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING  
EXPECTATION

5.RI.CS.4  
.

Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

5.RI.IK1.7.

Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING  
EXPECTATION

5.RI.IK1.8.

Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING  
EXPECTATION

5.RI.RRTC.  
C.10.

Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING  
EXPECTATION

5.SL.CC.  
1

Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP. 3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING  
EXPECTATION

5.W.PD  
W.4

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING  
EXPECTATION

5.W.PD  
W.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>

LEARNING  
EXPECTATION

5.W.RBP  
K.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING  
EXPECTATION

5.W.RBP  
K.9

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	W.RW.10	Range of Writing - Standard 10
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.WC.4	Word Composition - Standard 4
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.SC.6	Sentence Composition - Standard 6
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC.6.g.	Use a comma to separate an introductory element from the rest of the sentence.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	5.FL.VA. 7b.iii.	Use the relationship between particular words to better understand each of the words.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.FL.VA. 7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
INDICATOR	5.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION	5.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

## Tennessee Academic Standards

### Language Arts

#### Grade 5 - Adopted: 2016

<b>STRAND / STANDARD / COURSE</b>		<b>FOUNDATIONAL LITERACY STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC. 4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC.6.g.	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
LEARNING EXPECTATION	5.RL.KID.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

LEARNING EXPECTATION      5.RI.KID.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION      5.SL.CC.1      Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR      5.W.TP.2.a.      Introduce a topic by providing a general observation and focus.

INDICATOR      5.W.TP.2.b.      Group related information logically.

INDICATOR      5.W.TP.2.c.      Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader

INDICATOR      5.W.TP.2.d.      Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR      5.W.TP.2.e.      Provide a conclusion related to the information or explanation presented.

INDICATOR      5.W.TP.2.f.      Link ideas within and across categories of information using words, phrases, and clauses.

INDICATOR	5.W.TP.2.g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2.h.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	5.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	5.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK.8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>

LEARNING EXPECTATION      5.W.RBP K.8      Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION      5.W.RW.10      Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR      5.FL.WC.4.a.      Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC. 6.g.	Use a comma to separate an introductory element from the rest of the sentence.
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INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 b.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

INDICATOR	5.FL.VA. 7b.iii.	Use the relationship between particular words to better understand each of the words.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>

LEARNING EXPECTATION	5.FL.VA. 7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2.a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2.b.	Group related information logically.
INDICATOR	5.W.TP.2.c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2.d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2.e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2.f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2.g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2.h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	5.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 23: Unit 7 Inventive Writing, p. 189-196

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR 5.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 5.FL.SC.6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR 5.FL.SC.6.g. Use a comma to separate an introductory element from the rest of the sentence.

INDICATOR 5.FL.SC.6.j. Write multiple cohesive paragraphs on a topic.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>

LEARNING EXPECTATION 5.FL.VA.7c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND / STANDARD / COURSE** **READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
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LEARNING EXPECTATION      5.RL.KID.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
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LEARNING EXPECTATION      5.RI.KID.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION      5.SL.CC.1      Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
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INDICATOR      5.W.TP.2.a.      Introduce a topic by providing a general observation and focus.

INDICATOR      5.W.TP.2.b.      Group related information logically.

INDICATOR      5.W.TP.2.c.      Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader

INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP. 3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 5.W.PDW.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 24: Unit 8 Formal Essay Models, p. 197-206

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

<b>STRAND / STANDARD / COURSE</b>		<b>FOUNDATIONAL LITERACY STANDARDS</b>
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CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC. 4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
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**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 5.FL.F.5. a. Read grade-level text with purpose and understanding.

INDICATOR 5.FL.F.5. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 5.FL.SC. 6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR 5.FL.SC. 6.g. Use a comma to separate an introductory element from the rest of the sentence.

INDICATOR 5.FL.SC. 6.j. Write multiple cohesive paragraphs on a topic.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD / COURSE</b>	<b>FOUNDATIONAL LITERACY STANDARDS</b>	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
<b>STRAND / STANDARD / COURSE</b>	<b>READING STANDARDS - LITERATURE</b>	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	5.RL.KID.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD / COURSE</b>	<b>READING STANDARDS – INFORMATIONAL TEXT</b>	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	5.RI.KID.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD / COURSE</b>	<b>READING STANDARDS – INFORMATIONAL TEXT</b>	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	5.RI.KID.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	5.RI.KID.3.	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	5.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LEARNING EXPECTATION	5.R.I.KI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS – INFORMATIONAL TEXT</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.R.I.RTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP. 3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 5.W.PDW.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION	5.W.RBP K.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	5.W.RBP K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.
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STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 a.	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.

INDICATOR	5.FL.VA.7a.iii.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	5.RI.RRTC.C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	<b>Text Types and Protocol - Standard 3</b>
GUIDING QUESTION / LEARNING EXPECTATION		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
LEARNING EXPECTATION	5.W.TTP.3	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	<b>Production and Distribution of Writing - Standard 4</b>
GUIDING QUESTION / LEARNING EXPECTATION		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION

5.W.PD  
W.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 7</b>	<b>Research to Build and Present Knowledge - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</b>

LEARNING EXPECTATION

5.W.RBP  
K.7

Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>

LEARNING EXPECTATION

5.W.RBP  
K.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION

5.W.RBP  
K.9

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**



INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
<b>STRAND / STANDARD / COURSE</b>		
<b>FOUNDATIONAL LITERACY STANDARDS</b>		
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA. 7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
<b>STRAND / STANDARD / COURSE</b>		
<b>READING STANDARDS - LITERATURE</b>		
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	5.RL.KID. 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD / COURSE</b>		
<b>READING STANDARDS – INFORMATIONAL TEXT</b>		
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	5.RI.KID. 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STRAND / STANDARD / COURSE</b>		
<b>SPEAKING AND LISTENING STANDARDS</b>		
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2.a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2.b.	Group related information logically.
INDICATOR	5.W.TP.2.c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2.d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2.e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2.f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2.g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2.h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	5.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PD.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PD.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP.K.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 27: Unit 9 Formal Critique, p. 223-232

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	5.FL.F.5.a.	Read grade-level text with purpose and understanding.
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INDICATOR	5.FL.F.5.c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.g.	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	5.FL.VA. 7a.i.	Use context as a clue to the meaning of a word or phrase.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7c.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</b>

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC.10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>
<b>LEARNING EXPECTATION</b>	<b>5.RL.RRTC.10.</b>	<b>Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.</b>

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
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INDICATOR	5.W.TP.2. b.	Group related information logically.
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INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
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INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
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INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
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INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR      5.W.TTP.3.g.      Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION      5.W.PDW.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION      5.W.PDW.5      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK.9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION      5.W.RBPK.9      Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	W.RW.10	Range of Writing - Standard 10
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

**Tennessee Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.WC.4	Word Composition - Standard 4
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.F.5	Fluency - Standard 5
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC.6.g.	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	5.FL.SC.6.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.

**STRAND /  
STANDARD /  
COURSE****FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

LEARNING  
EXPECTATION

5.RL.KID.  
1.

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

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
1.

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

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.3.</b>	<b>Key Ideas and Details - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
3.

Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING  
EXPECTATION

5.RI.CS.4

Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

5.RI.IK1.7.

Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING  
EXPECTATION

5.RI.IK1.8.

Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC.10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING  
EXPECTATION

5.RI.RRTC.10.

Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION      5.SL.CC.1      Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.1</b>	<b>Text Types and Protocol - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

LEARNING EXPECTATION      5.W.TTP.1      Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

INDICATOR      5.W.TTP.1.b.      Develop an opinion through logically-ordered reasons that are supported by facts and details.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

LEARNING EXPECTATION      5.W.TP.2      Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR      5.W.TP.2.a.      Introduce a topic by providing a general observation and focus.

INDICATOR      5.W.TP.2.b.      Group related information logically.

INDICATOR      5.W.TP.2.c.      Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader

INDICATOR      5.W.TP.2.d.      Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP. 3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 5.W.PDW.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PD W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.W.RW. 10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Lesson 29: Unit 9 Formal Critique, p. 241-248

**Tennessee Academic Standards**  
**Language Arts**  
**Grade 5 - Adopted: 2016**

<b>STRAND / STANDARD / COURSE</b>		<b>FOUNDATIONAL LITERACY STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5. c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.g.	Use a comma to separate an introductory element from the rest of the sentence.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: 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.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.VA.7 a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	5.FL.VA.7a.i.	Use context as a clue to the meaning of a word or phrase.
<b>STRAND / STANDARD / COURSE</b>		<b>FOUNDATIONAL LITERACY STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
<b>STRAND / STANDARD / COURSE</b>		<b>READING STANDARDS - LITERATURE</b>
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STRAND / STANDARD / COURSE</b>		<b>SPEAKING AND LISTENING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
<b>STRAND / STANDARD / COURSE</b>		<b>WRITING STANDARDS</b>
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 5.W.TTP.3.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING  
EXPECTATION

5.W.PD  
W.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK.9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING  
EXPECTATION

5.W.RBP  
K.9

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING  
EXPECTATION

5.W.RW.  
10

Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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

**Tennessee Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR 5.FL.WC.4.a. Spell grade-appropriate words correctly consulting references as needed.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 5.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 5.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>5.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 5.FL.SC.6.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR 5.FL.SC.6.g. Use a comma to separate an introductory element from the rest of the sentence.

INDICATOR 5.FL.SC.6.i. Use underlining, quotation marks, or italics to indicate titles of works.

INDICATOR 5.FL.SC.6.j. Write multiple cohesive paragraphs on a topic.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.
<b>LEARNING EXPECTATION</b>	5.FL.VA.7 a.	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.

INDICATOR 5.FL.VA.7a.i. Use context as a clue to the meaning of a word or phrase.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: 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.

LEARNING EXPECTATION 5.FL.VA.7c. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.1.	Key Ideas and Details - Standard 1
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 5.RL.KID.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS - INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.1.	Key Ideas and Details - Standard 1
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 5.RI.KID.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.3.</b>	<b>Key Ideas and Details - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

LEARNING  
EXPECTATION

5.RI.KID.  
3.

Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING  
EXPECTATION

5.RI.CS.4  
.

Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

5.RI.IKI.7.

Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IK1.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION

5.RI.K1.8.

Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION

5.RI.RRTC.10.

Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION

5.SL.CC.1

Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.1</b>	<b>Text Types and Protocol - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

LEARNING EXPECTATION

5.W.TTP.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

INDICATOR

5.W.TTP.1.b.

Develop an opinion through logically-ordered reasons that are supported by facts and details.

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. c.	Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. f.	Link ideas within and across categories of information using words, phrases, and clauses.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE****WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>5.W.TTP. 3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING  
EXPECTATION

5.W.PD  
W.4

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

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING  
EXPECTATION

5.W.PD  
W.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK. 9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING  
EXPECTATION

5.W.RBP  
K.9

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING  
EXPECTATION

5.W.RW.  
10

Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.