

# Main Criteria: Frontiers in Writing

## Secondary Criteria: Vermont Content Standards

Subject: Language Arts

Grade: 5

### Frontiers in Writing

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

## Vermont Content Standards

### Language Arts

Grade 5 - Adopted: 2010 (CCSS)

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Key Ideas and Details

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Craft and Structure

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Integration of Knowledge and Ideas

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>VT.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Key Ideas and Details**

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

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Craft and Structure**

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

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Integration of Knowledge and Ideas**

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

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

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Range of Reading and Level of Text Complexity**

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

**STANDARD / STRAND**      **VT.RF.5.**      **Reading Standards: Foundational Skills**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.5. Writing Standards**

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

GRADE LEVEL EXPECTATION      W.5.9(b)      Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

**STANDARD / STRAND**      **VT.W.5. Writing Standards**

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

**STANDARD / STRAND**      **VT.SL.5. Speaking and Listening Standards**

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

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

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

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

**STANDARD / STRAND**      **VT.SL.5. Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      SL.5.2.      Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Key Ideas and Details**

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

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **VT.RF.5.**      **Reading Standards: Foundational Skills****ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Fluency**

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

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

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

GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

GRADE LEVEL EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 04: Unit 2 Writing from Notes, p. 35-42

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>

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

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>STANDARD / STRAND</b>	<b>VT.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>VT.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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GRADE LEVEL EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

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

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

Grade 5 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.RL.5. Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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**STANDARD / STRAND**      **VT.RL.5. Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **VT.RF.5. Reading Standards: Foundational Skills**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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**STANDARD / STRAND**      **VT.W.5. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.5.    Speaking and Listening Standards**

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**STANDARD / STRAND**      **VT.L.5.    Language Standards**

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

Grade 5 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.RL.5. Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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**STANDARD / STRAND**      **VT.RL.5. Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **VT.RF.5. Reading Standards: Foundational Skills**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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**STANDARD / STRAND**      **VT.W.5. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **VT.SL.5.    Speaking and Listening Standards**

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**STANDARD / STRAND**      **VT.L.5.    Language Standards**

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

**STANDARD / STRAND** VT.L.5. **Language Standards**

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

**STANDARD / STRAND** VT.L.5. **Language Standards**

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

**STANDARD / STRAND** VT.L.5. **Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

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

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

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

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>

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

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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GRADE LEVEL EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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GRADE LEVEL EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

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

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

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

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

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

## Vermont Content Standards

### Language Arts

#### Grade 5 - Adopted: 2010 (CCSS)

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

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Key Ideas and Details

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

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

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Craft and Structure

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

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

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Integration of Knowledge and Ideas

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

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

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Range of Reading and Level of Text Complexity

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **VT.W.5. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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**STANDARD / STRAND**      **VT.W.5. Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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**STANDARD / STRAND**      **VT.W.5. Writing Standards**

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

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**STANDARD / STRAND**      **VT.L.5. Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / STRAND**      **VT.L.5. Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

Grade 5 - Adopted: 2010 (CCSS)

<b>STANDARD / STRAND</b>	<b>VT.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>

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

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

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

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

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

GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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**STANDARD / STRAND**      **VT.L.5.      Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 14: Unit 5 Writing from Pictures, p.117-122

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.RL.5.</b>	<b>Reading Standards for Literature</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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GRADE LEVEL EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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GRADE LEVEL EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.5.      Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
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**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

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

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

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

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

GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>

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

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

**STANDARD / STRAND** VT.L.5. **Language Standards**

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

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

**STANDARD / STRAND** VT.L.5. **Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

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

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>VT.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **VT.SL.5.**      **Speaking and Listening Standards**

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

GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		Craft and Structure

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>VT.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
GRADE LEVEL EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 20: Unit 7 Inventive Writing, p. 165-172

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.W.5. Writing Standards**

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

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

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

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**STANDARD / STRAND**      **VT.L.5. Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 21: Unit 7 Inventive Writing, p. 173-180

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

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

GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 22: Unit 7 Inventive Writing, p. 181-188

## Vermont Content Standards

### Language Arts

#### Grade 5 - Adopted: 2010 (CCSS)

<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

# Vermont Content Standards

## Language Arts

### Grade 5 - Adopted: 2010 (CCSS)

#### STANDARD / STRAND      VT.RL.5.      Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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#### STANDARD / STRAND      VT.RI.5.      Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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#### STANDARD / STRAND      VT.RI.5.      Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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#### STANDARD / STRAND      VT.W.5.      Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

# Vermont Content Standards

## Language Arts

Grade 5 - Adopted: 2010 (CCSS)

### STANDARD / STRAND      VT.RL.5.      Reading Standards for Literature

#### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

#### Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.5.1.

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

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

#### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

#### Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.5.1.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.5.2.

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

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

#### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

#### Craft and Structure

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.5.4.

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

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

#### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

#### Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RI.5.7.

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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

GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>

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

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
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GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.5.**      **Reading Standards for Literature**

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

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

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

**STANDARD / STRAND**      **VT.W.5.**      **Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
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<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Writing</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>VT.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.

GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>STANDARD / STRAND</b>	<b>VT.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 27: Unit 9 Formal Critique, p. 223-232

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

<b>STANDARD / STRAND</b>	<b>VT.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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<b>STANDARD / STRAND</b>	<b>VT.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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<b>STANDARD / STRAND</b>	<b>VT.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Fluency</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND** VT.L.5. **Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION L.5.2(b) Use a comma to separate an introductory element from the rest of the sentence.

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

**STANDARD / STRAND** VT.L.5. **Language Standards**

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

**STANDARD / STRAND** VT.L.5. **Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**STANDARD / STRAND**      **VT.RL.5. Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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**STANDARD / STRAND**      **VT.RI.5. Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**STANDARD / STRAND**      **VT.RI.5. Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**STANDARD / STRAND**      **VT.RI.5. Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**STANDARD / STRAND**      **VT.RI.5.      Reading Standards for Informational Text**

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

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

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

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

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
GRADE LEVEL EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
GRADE LEVEL EXPECTATION	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **VT.L.5.      Language Standards**

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

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

**STANDARD / STRAND**      **VT.L.5.      Language Standards**

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

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

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.5.      Reading Standards for Literature**

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

**STANDARD / STRAND**      **VT.RL.5. Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**STANDARD / STRAND**      **VT.RF.5. Reading Standards: Foundational Skills**

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

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

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

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

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

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

**STANDARD / STRAND**      **VT.L.5.**      **Language Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 30: Unit 9 Formal Critique, p. 249-261

**Vermont Content Standards**

**Language Arts**

**Grade 5 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.5.**      **Reading Standards for Literature**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Key Ideas and Details</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**STANDARD / STRAND**      **VT.RI.5.**      **Reading Standards for Informational Text**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Craft and Structure</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>STANDARD / STRAND</b>	<b>VT.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>VT.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Fluency</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STANDARD / STRAND</b>	<b>VT.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

GRADE LEVEL EXPECTATION	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
GRADE LEVEL EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.
GRADE LEVEL EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

GRADE LEVEL EXPECTATION      W.5.9(b)      Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

**STANDARD / STRAND**      **VT.W.5.      Writing Standards**

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

**STANDARD / STRAND**      **VT.SL.5.      Speaking and Listening Standards**

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

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

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

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

**STANDARD / STRAND**      **VT.SL.5.      Speaking and Listening Standards**

<b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      SL.5.2.      Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **VT.L.5.      Language Standards**

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

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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

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

GRADE LEVEL EXPECTATION L.5.2(d) Use underlining, quotation marks, or italics to indicate titles of works.

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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

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

**STANDARD / STRAND** **VT.L.5. Language Standards**

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