

# Main Criteria: Frontiers in Writing

Secondary Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Language Arts

Grade: 5

## Frontiers in Writing

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

### Washington State K-12 Learning Standards and Guidelines

#### Language Arts

Grade 5 - Adopted: 2011

#### DOMAIN WA.RI.5. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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#### DOMAIN WA.RI.5. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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#### DOMAIN WA.RI.5. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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#### DOMAIN WA.RI.5. Reading Standards for Informational Text

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 02: Unit 2 Writing from Notes, p. 19-28

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN                      WA.RI.5.                      Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN                      WA.RI.5.                      Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN                      WA.RI.5.                      Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN                      WA.RI.5.                      Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN                      WA.RF.5.                      Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.L.5. Language Standards**

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

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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN WA.RI.5. Reading Standards for Informational Text**

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

**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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).

**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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 04: Unit 2 Writing from Notes, p. 35-42

## Language Arts

Grade 5 - Adopted: 2011

**DOMAIN**                      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**                      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**                      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**                      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**                      **WA.RF.5.**      **Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>

CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>

<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>

CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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 05: Unit 3 Retelling Narrative Stories, p. 43-48

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RL.5.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RL.5.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANC E 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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CORE CONTENT / CONTENT STANDARD	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.L.5.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.5.5(c)

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

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

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.

**DOMAIN WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD

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.

**DOMAIN WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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 08: Unit 3 Retelling Narrative Stories, p. 63-72

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RL.5.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>

<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE 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]").

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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 09: Unit 4 Summarizing a Reference, p. 73-80

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RF.5.**      **Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

RF.5.4(a)

Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION

RF.5.4(c)

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

**DOMAIN**

**WA.W.5.**

**Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.5.2(b)

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.5.2(c)

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.5.2(d)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.5.2(e)

Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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 10: Unit 4 Summarizing a Reference, p. 81-88

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

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

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RF.5.**      **Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN**      **WA.W.5.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RF.5.**      **Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN**      **WA.W.5.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>DOMAIN</b>	<b>WA.L.5.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>DOMAIN</b>	<b>WA.L.5.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE 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>DOMAIN</b>	<b>WA.L.5.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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

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

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

#### Grade 5 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANC E 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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<b>DOMAIN</b>	<b>WA.L.5.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>

CORE CONTENT STANDARD	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 13: Unit 5 Writing from Pictures, p. 111-116

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

<b>DOMAIN</b>	<b>WA.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>

CORE CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>

CORE CONTENT STANDARD	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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CORE CONTENT STANDARD	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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>

CORE CONTENT STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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Lesson 14: Unit 5 Writing from Pictures, p.117-122

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANC E 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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>

CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANC E 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.

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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 15: Unit 5 Writing from Pictures, p.123-130

## Language Arts

Grade 5 - Adopted: 2011

**DOMAIN**                      **WA.RL.5.    Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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).

**DOMAIN**                      **WA.W.5.    Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN**                      **WA.W.5.    Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(c)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.L.5.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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>DOMAIN</b>	<b>WA.L.5.</b>	<b>Language Standards</b>

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

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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN      WA.RI.5.      Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN      WA.RI.5.      Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN      WA.RI.5.      Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN      WA.RI.5.      Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN      WA.RF.5.      Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE 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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

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

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text****BIG IDEA /  
CORE  
CONTENT****Key Ideas and Details**CORE  
CONTENT /  
CONTENT  
STANDARD

RI.5.2.

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

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text****BIG IDEA /  
CORE  
CONTENT****Craft and Structure**CORE  
CONTENT /  
CONTENT  
STANDARD

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.

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text****BIG IDEA /  
CORE  
CONTENT****Integration of Knowledge and Ideas**CORE  
CONTENT /  
CONTENT  
STANDARD

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).

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text****BIG IDEA /  
CORE  
CONTENT****Range of Reading and Level of Text Complexity**CORE  
CONTENT /  
CONTENT  
STANDARD

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.

**DOMAIN**      **WA.RF.5.**      **Reading Standards: Foundational Skills****BIG IDEA /  
CORE  
CONTENT****Fluency****CORE  
CONTENT /  
CONTENT  
STANDARD**

RF.5.4.

**Read with sufficient accuracy and fluency to support comprehension.**CONTENT  
STANDARD /  
PERFORMANC  
E  
EXPECTATION

RF.5.4(a)

Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE 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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.W.5.**      **Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	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.

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

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

<b>DOMAIN</b>	<b>WA.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
CORE CONTENT / CONTENT STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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**CORE CONTENT / CONTENT STANDARD**

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.**

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.5.1(b)

Follow agreed-upon rules for discussions and carry out assigned roles.

CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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**CORE CONTENT / CONTENT STANDARD**

L.5.1.

**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.5.1(d)

Recognize and correct inappropriate shifts in verb tense.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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**CORE CONTENT / CONTENT STANDARD**

L.5.2.

**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

DOMAIN	WA.W.5.	Writing Standards
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.5.1(d)

Recognize and correct inappropriate shifts in verb tense.

**DOMAIN**

**WA.L.5.**

**Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.5.2(b)

Use a comma to separate an introductory element from the rest of the sentence.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.5.2(e)

Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN**

**WA.L.5.**

**Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.5.5(c)

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

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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

Grade 5 - Adopted: 2011

**DOMAIN**

**WA.RL.5.**

**Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	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.
CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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Lesson 24: Unit 8 Formal Essay Models, p. 197-206

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RL.5.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      RF.5.4(a)      Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION      RF.5.4(c)      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

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

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

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

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

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANC E 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.
CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANC E 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.

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

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

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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RL.5.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD      RL.5.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD      RI.5.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**DOMAIN WA.W.5. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.W.5.</b>	<b>Writing Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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>DOMAIN</b>	<b>WA.L.5.</b>	<b>Language Standards</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

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

## Washington State K-12 Learning Standards and Guidelines

### Language Arts

Grade 5 - Adopted: 2011

<b>DOMAIN</b>	<b>WA.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>

CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.L.5.**      **Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 28: Unit 9 Formal Critique, p. 233-240

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN**      **WA.RL.5.**      **Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RI.5.**      **Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</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>

CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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 29: Unit 9 Formal Critique, p. 241-248

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANC E 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**                    **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</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>
CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN**                    **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN**                    **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

**DOMAIN**                    **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(b)	Use a comma to separate an introductory element from the rest of the sentence.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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

**Washington State K-12 Learning Standards and Guidelines**

**Language Arts**

**Grade 5 - Adopted: 2011**

**DOMAIN WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>

CORE CONTENT / CONTENT STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>

CORE CONTENT / CONTENT STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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<b>DOMAIN</b>	<b>WA.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>

CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      RF.5.4(a)      Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION      RF.5.4(c)      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION      W.5.1(b)      Provide logically ordered reasons that are supported by facts and details.

CONTENT STANDARD / PERFORMANCE EXPECTATION      W.5.1(c)      Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**DOMAIN**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**DOMAIN**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</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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CONTENT STANDARD / PERFORMANCE 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.

**DOMAIN WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE  
CONTENT /  
CONTENT  
STANDARD

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).