

# Main Criteria: Frontiers in Writing

## Secondary Criteria: Wisconsin Academic Standards

Subject: Language Arts

Grade: 5

### Frontiers in Writing

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

### Wisconsin Academic Standards

#### Language Arts

Grade 5 - Adopted: 2020/Implement 2021

#### DOMAIN

#### Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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#### DOMAIN

#### Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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#### DOMAIN

#### Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
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**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
<b>DESCRIPTOR / FOCUS AREA</b>	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
<b>DESCRIPTOR / FOCUS AREA</b>	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)

**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.5.2	<b>Write text in a variety of modes:</b>
<b>LEARNING CONTINUUM</b>	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.

**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Speaking & Listening K-5**

CONTENT STANDARD		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Presentation of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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Lesson 02: Unit 2 Writing from Notes, p. 19-28

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**



<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
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LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	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**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
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LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
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## Wisconsin Academic Standards

## Language Arts

## Grade 5 - Adopted: 2020/Implement 2021

## DOMAIN

## Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## DOMAIN

## Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## DOMAIN

## Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.





LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.4</b>	<b>Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.5</b>	<b>Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</b>

**DOMAIN**

**Writing Standards K-5**



**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN****Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Presentation of Knowledge and Ideas</b>

DESCRIPTOR /  
FOCUS AREA

SL.4.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**DOMAIN****Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR /  
FOCUS AREA

L2.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR /  
FOCUS AREA

L4.

Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN****Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.5.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

DESCRIPTOR /  
FOCUS AREA

RF.5.4.a.

Read grade-level text with purpose and understanding.

DESCRIPTOR /  
FOCUS AREA

RF.5.4.c.

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

**DOMAIN****Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
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**DOMAIN**

**Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Speaking & Listening K-5**



DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**



LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
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LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.5.6.b.	Italics, underlining, quotes with titles.
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LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.5.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>DOMAIN</b>		<b>Reading K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
<b>DOMAIN</b>		<b>Reading K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.4</b>	<b>Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
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LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.5.6.b.	Italics, underlining, quotes with titles.
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LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
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DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
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DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
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DESCRIPTOR / FOCUS AREA	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
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LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
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LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
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LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.5.6.b.	Italics, underlining, quotes with titles.
LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
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DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
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DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		<b>Fluency</b>
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
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LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
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LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	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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DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
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LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>

LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
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## Wisconsin Academic Standards

### Language Arts

Grade 5 - Adopted: 2020/Implement 2021

#### DOMAIN

#### Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### DOMAIN

#### Anchor Standards for Reading

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### DOMAIN

#### Anchor Standards for Writing

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	RF.5.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.

**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA      R.5.4      Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)

**DOMAIN**      **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM      W.5.2.a.      Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.

LEARNING CONTINUUM      W.5.2.b.      Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.

LEARNING CONTINUUM      W.5.2.c.      Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN**      **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM      W.5.3.a.      Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.

LEARNING CONTINUUM      W.5.3.b.      Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.

LEARNING CONTINUUM      W.5.3.c.      Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.4</b>	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>

LEARNING CONTINUUM

L.5.4.a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM

L.5.6.c. Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA

R1. Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA

R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **Anchor Standards for Reading**

<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA      R4.      Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>

DESCRIPTOR / FOCUS AREA      W1.      Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA      W2.      Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / FOCUS AREA      W3.      Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA      W4.      Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.

DESCRIPTOR / FOCUS AREA      W5.      Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA      W6.      Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**

**Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.



LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	<b>W.5.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
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LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
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LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	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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DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>
LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
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Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN		Anchor Standards for Reading
CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN		Anchor Standards for Writing
CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**



<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.4</b>	<b>Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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<b>DOMAIN</b>		<b>Language K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
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LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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<b>DOMAIN</b>		<b>Language K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>

LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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<b>DOMAIN</b>		<b>Language K-5</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Presentation of Knowledge and Ideas</b>
DESCRIPTOR / FOCUS AREA	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

**DOMAIN Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**

**Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN**

**Reading K-5**

CONTENT STANDARD		Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Integration of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	R.5.7	Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes
DESCRIPTOR / FOCUS AREA	W.5.2	Write text in a variety of modes:

LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.4</b>	<b>Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.5</b>	<b>Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</b>

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>
LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**

**Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN**

**Reading K-5**



**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN Language K-5**



DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Presentation of Knowledge and Ideas

DESCRIPTOR / FOCUS AREA	SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.5.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
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**DOMAIN Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
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**DOMAIN Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM      W.5.2.b.      Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA      W.5.4      Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DESCRIPTOR / FOCUS AREA      W.5.5      Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Presentation of Knowledge and Ideas</b>

DESCRIPTOR / FOCUS AREA      SL.5.4      Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>

<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

<b>DOMAIN</b>		<b>Anchor Standards for Reading</b>
<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>DOMAIN</b>		<b>Anchor Standards for Reading</b>
<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
<b>DESCRIPTOR / FOCUS AREA</b>	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN** **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	RF.5.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	RF.5.4.a.	Read grade-level text with purpose and understanding.

**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
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**DOMAIN**

**Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
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LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
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LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	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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DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
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LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>

LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.5.6.a.	Commas (introductory elements, and elements that need to be set off like a question or direct address).
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LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
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Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>
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DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / FOCUS AREA	SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
CONTENT STANDARD		<b>Fluency</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.5.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
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<b>DOMAIN</b>		<b>Reading K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
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<b>DOMAIN</b>		<b>Reading K-5</b>
CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA      R.5.4      Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)

**DOMAIN**      **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM      W.5.2.b.      Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.

**DOMAIN**      **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA      W.5.4      Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DESCRIPTOR / FOCUS AREA      W.5.5      Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN**      **Speaking & Listening K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Presentation of Knowledge and Ideas</b>
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DESCRIPTOR / FOCUS AREA      SL.5.4      Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

**DOMAIN**      **Language K-5**



<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**

**Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
<b>DOMAIN</b>		<b>Anchor Standards for Language</b>
<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
<b>DOMAIN</b>		<b>Reading Foundational Skills</b>
<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	RF.5.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
<b>DOMAIN</b>		<b>Reading K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>
DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)

**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>
LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.5.6.a.	Commas (introductory elements, and elements that need to be set off like a question or direct address).
LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

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

**Wisconsin Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2020/Implement 2021

**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**



**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>
LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**DOMAIN Language K-5**



DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>

<b>DESCRIPTOR / FOCUS AREA</b>	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>

<b>LEARNING CONTINUUM</b>	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
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<b>LEARNING CONTINUUM</b>	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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<b>LEARNING CONTINUUM</b>	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>

<b>LEARNING CONTINUUM</b>	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
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<b>LEARNING CONTINUUM</b>	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
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LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
<b>DOMAIN</b>		<b>Writing Standards K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
<b>DOMAIN</b>		<b>Language K-5</b>



DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.c.	Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>
LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>DOMAIN</b>		<b>Language K-5</b>
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.5.6.a.	Commas (introductory elements, and elements that need to be set off like a question or direct address).
LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

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

## Wisconsin Academic Standards

### Language Arts

Grade 5 - Adopted: 2020/Implement 2021

#### DOMAIN Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

#### DOMAIN Anchor Standards for Writing

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.

DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Inquiry to Build and Present Knowledge

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
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DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
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DESCRIPTOR / FOCUS AREA	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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DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L.5.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>DOMAIN</b>	<b>Language K-5</b>	
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.5.6.a.	Commas (introductory elements, and elements that need to be set off like a question or direct address).
LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

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

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

<b>DOMAIN</b>	<b>Anchor Standards for Reading</b>	
<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>R1.</b>	<b>Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>R3.</b>	<b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

<b>DOMAIN</b>	<b>Anchor Standards for Reading</b>	
<b>CONTENT STANDARD</b>		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
<b>DOMAIN</b>		<b>Anchor Standards for Writing</b>
<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.

DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
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DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN** **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		<b>Fluency</b>
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	<b>W.5.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
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LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
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LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W.5.7	Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.
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DESCRIPTOR / FOCUS AREA	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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DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Knowledge of Language</b>
DESCRIPTOR / FOCUS AREA	L.5.1	<b>Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</b>

LEARNING CONTINUUM	L.5.1.d.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>

LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.5.6.a.	Commas (introductory elements, and elements that need to be set off like a question or direct address).
LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

Lesson 25: Unit 8 Formal Essay Models, p. 207-216

## Wisconsin Academic Standards

### Language Arts

#### Grade 5 - Adopted: 2020/Implement 2021

#### DOMAIN **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

#### DOMAIN **Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.



LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.4</b>	<b>Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.5</b>	<b>Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.</b>

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	W.5.7	Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.
DESCRIPTOR / FOCUS AREA	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**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

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

**Wisconsin Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2020/Implement 2021

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes:</b>
DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.

**DOMAIN**

**Anchor Standards for Writing**

<b>CONTENT STANDARD</b>		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Inquiry to Build and Present Knowledge</b>

DESCRIPTOR / FOCUS AREA	W7.	Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.
DESCRIPTOR / FOCUS AREA	W8.	Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.
DESCRIPTOR / FOCUS AREA	W9.	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**

**Anchor Standards for Speaking & Listening**

<b>CONTENT STANDARD</b>		<b>Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
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LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
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<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
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LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Inquiry to Build and Present Knowledge</b>
DESCRIPTOR / FOCUS AREA	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.
DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>

LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>
DESCRIPTOR / FOCUS AREA	L.5.6	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>

LEARNING CONTINUUM	L.5.6.a.	Commas (introductory elements, and elements that need to be set off like a question or direct address).
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LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
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Lesson 27: Unit 9 Formal Critique, p. 223-232

**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>
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DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
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DESCRIPTOR / FOCUS AREA	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
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DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN** **Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>

DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>
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LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
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LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	<b>W.5.3</b>	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
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LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
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LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>

DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use
DESCRIPTOR / FOCUS AREA	L.5.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement:</b> Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English
DESCRIPTOR / FOCUS AREA	L.5.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

LEARNING CONTINUUM	L.5.6.a.	Commas (introductory elements, and elements that need to be set off like a question or direct address).
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LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.
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**Wisconsin Academic Standards**

**Language Arts**

**Grade 5 - Adopted: 2020/Implement 2021**

**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Key Ideas and Details

DESCRIPTOR / FOCUS AREA	R1.	Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN** **Anchor Standards for Reading**

CONTENT STANDARD		<b>Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>
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DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes:</b>
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DESCRIPTOR / FOCUS AREA	W1.	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
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DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN** **Anchor Standards for Writing**

CONTENT STANDARD		<b>Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).</b>
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PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
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DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Comprehension and Collaboration

DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Vocabulary Acquisition and Use

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN**

**Anchor Standards for Language**

CONTENT STANDARD		Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.
PERFORMANCE STANDARD / LEARNING PRIORITY		Conventions of Standardized English

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN**

**Reading Foundational Skills**

CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
<b>DOMAIN</b>	<b>Reading K-5</b>	
<b>CONTENT STANDARD</b>	<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>	
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Key Ideas and Details</b>	
DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
<b>DOMAIN</b>	<b>Reading K-5</b>	
<b>CONTENT STANDARD</b>	<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>	
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Craft and Structure</b>	
DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
<b>DOMAIN</b>	<b>Writing Standards K-5</b>	
<b>CONTENT STANDARD</b>	<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>	
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Text Types and Purposes</b>	
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>
LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.3</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN Language K-5**



DESCRIPTOR / FOCUS AREA	R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN**

**Anchor Standards for Reading**

CONTENT STANDARD		Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.
PERFORMANCE STANDARD / LEARNING PRIORITY		Craft and Structure

DESCRIPTOR / FOCUS AREA	R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Text Types and Purposes:

DESCRIPTOR / FOCUS AREA	W2.	Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DESCRIPTOR / FOCUS AREA	W3.	Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.
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**DOMAIN**

**Anchor Standards for Writing**

CONTENT STANDARD		Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).
PERFORMANCE STANDARD / LEARNING PRIORITY		Production and Distribution of Writing

DESCRIPTOR / FOCUS AREA	W4.	Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose.
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DESCRIPTOR / FOCUS AREA	W5.	Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.
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DESCRIPTOR / FOCUS AREA	W6.	Use print and digital technology to produce and publish writing and to interact and collaborate with others.
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**DOMAIN**

**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Comprehension and Collaboration</b>
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DESCRIPTOR / FOCUS AREA      SL1.      Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN**      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
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DESCRIPTOR / FOCUS AREA      L2.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

DESCRIPTOR / FOCUS AREA      L4.      Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

**DOMAIN**      **Anchor Standards for Language**

<b>CONTENT STANDARD</b>		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
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DESCRIPTOR / FOCUS AREA      L6.      Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

**DOMAIN**      **Reading Foundational Skills**

<b>CONTENT STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>RF.5.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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DESCRIPTOR / FOCUS AREA      RF.5.4.a.      Read grade-level text with purpose and understanding.

DESCRIPTOR / FOCUS AREA      RF.5.4.c.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN**      **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

**DOMAIN** **Reading K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.2</b>	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
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LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN** **Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
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<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Text Types and Purposes</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>W.5.3</b>	<b>Create writing that utilizes:</b>
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN**

**Language K-5**

<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
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DESCRIPTOR / FOCUS AREA	SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>

DESCRIPTOR / FOCUS AREA	L2.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
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DESCRIPTOR / FOCUS AREA	L4.	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
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**DOMAIN** **Anchor Standards for Language**

CONTENT STANDARD		<b>Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Conventions of Standardized English</b>

DESCRIPTOR / FOCUS AREA	L6.	Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.
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**DOMAIN** **Reading Foundational Skills**

CONTENT STANDARD		<b>Fluency</b>
PERFORMANCE STANDARD / LEARNING PRIORITY	RF.5.4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding.
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**DOMAIN** **Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Key Ideas and Details</b>

DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

**DOMAIN**

**Reading K-5**

CONTENT STANDARD		<b>Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Craft and Structure</b>

DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL)
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.2	<b>Write text in a variety of modes:</b>

LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
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LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
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LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Text Types and Purposes</b>
DESCRIPTOR / FOCUS AREA	W.5.3	<b>Create writing that utilizes:</b>

LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

**DOMAIN**

**Writing Standards K-5**

CONTENT STANDARD		<b>Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Production and Distribution of Writing</b>
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.3	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
LEARNING CONTINUUM	L.5.3.d.	Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

**DOMAIN**

**Language K-5**

CONTENT STANDARD		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
PERFORMANCE STANDARD / LEARNING PRIORITY		<b>Vocabulary Acquisition and Use</b>
DESCRIPTOR / FOCUS AREA	L.5.4	<b>Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</b>

LEARNING CONTINUUM	L.5.4.a.	Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>DOMAIN</b>	<b>Language K-5</b>	
<b>CONTENT STANDARD</b>		<b>Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>		<b>Conventions of Standardized English</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>L.5.6</b>	<b>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</b>
LEARNING CONTINUUM	L.5.6.a.	Commas (introductory elements, and elements that need to be set off like a question or direct address).
LEARNING CONTINUUM	L.5.6.c.	Spell grade-level words correctly using reference materials to solve words and edit written work as needed.