Main Criteria: Structure and Style for Students

Secondary Criteria: Alaska Content and Performance Standards

Subject: Language Arts

Grade: 5

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.5.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas

GOAL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**

GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**
GOAL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing

GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RL.5.2.	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.
PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GOAL	RL.5.6.	Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.
PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.5.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.5.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GOAL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

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

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.5.2.	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.
PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GOAL	RL.5.6.	Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.
PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.5.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.5.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.3.**	**Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).**
INDICATOR	W.5.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.

PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").

PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**

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

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

GOAL	RL.5.2.	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.
PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GOAL	RL.5.6.	Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.
PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Complexity**
GOAL	RL.5.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.3.**	**Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).**
INDICATOR	W.5.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.5.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards

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

PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas

GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	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.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**

GOAL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

Alaska Content and Performance Standards

Language Arts

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.5.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**
GOAL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.

INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

Alaska Content and Performance Standards

Language Arts

Grade 5 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas

GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.5.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.3.	**Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).**
INDICATOR	W.5.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.5.1.	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.5.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GOAL	RI.5.5.	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GOAL	RI.5.6.	Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**

GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**

GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**

GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**

GOAL	RL.5.1.	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.5.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GOAL	RI.5.5.	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GOAL	RI.5.6.	Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.5.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency

GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

GOAL	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.

PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

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

PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**

GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**

GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.

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

PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

GOAL	RL.5.1.	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.5.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GOAL	RI.5.5.	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GOAL	RI.5.6.	Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.5.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge

GOAL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GOAL	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.

PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].")

PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.2.	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	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.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.5.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**

GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RL.5.1.	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.5.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

GOAL	RI.5.5.	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GOAL	RI.5.6.	Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
GOAL	RI.5.9.	Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**

GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**

GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RL.5.1.	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.5.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**

GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GOAL	RI.5.5.	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GOAL	RI.5.6.	Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
GOAL	RI.5.9.	Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.
PERFORMANCE / CONTENT STANDARD	**AK.RI.5.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.5.1.	Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.5.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.5.2.	Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GOAL	RI.5.5.	Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GOAL	RI.5.6.	Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
GOAL	RI.5.9.	Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.5.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.5.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge

GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

Alaska Content and Performance Standards

Language Arts

Grade 5 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.5.2.	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.
PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure

GOAL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GOAL	RL.5.6.	Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.
PERFORMANCE / CONTENT STANDARD	**AK.RL.5.**	**Reading Standards for Literature**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Complexity**
GOAL	RL.5.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	**AK.RF.5.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.3.**	**Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).**
INDICATOR	W.5.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**

GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.5.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.5.2.	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GOAL	RL.5.6.	Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.

PERFORMANCE / CONTENT STANDARD	AK.RL.5.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.5.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.5.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.5.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.5.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").

PERFORMANCE / CONTENT STANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

PERFORMANCE / CONTENT STANDARD	AK.SL.5.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1.a.	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.5.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245

Alaska Content and Performance Standards

Language Arts

Grade **5** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.5.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
PERFORMANCE / CONTENT STANDARD	**AK.W.5.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANCE / CONTENT STANDARD	**AK.SL.5.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**

GOAL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	**AK.L.5.**	**Language Standards**
GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.5.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).