$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$ 

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	AK.RI.5.	Reading	Standards	tor	Informational	Text
/ CONTENT						

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 ST ANDARD	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 AK.RF.5. Foundational Skills / CONTENT **STANDARD**

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 EXPECT ATION / 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].").

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.b. W.5.2.d.	
INDICATOR	W.5.2.d.	the topic.
INDICATOR  PERFORMANCE / CONTENT	W.5.2.d.	the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION	W.5.2.d.	the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Writing Standards
PERFORMANCE / CONTENT ST AND ARD GRADE LEVEL EXPECT ATION / ST RAND	W.5.2.d. <b>AK.W.5.</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.  Writing Standards  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

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		Range of Writing

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

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 AK.SL.5. Speaking and Listening Standards / CONTENT $\,$ **STANDARD**

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

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 EXPECT ATION / 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 EXPECT ATION / 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

		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
/ CONTENT		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36
/ CONTENT		
/ CONTENT		Alaska Content and Performance Standards
/ CONTENT		Language Arts Grade 5 - Adopted: 2012
	K.RI.5. I	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL R		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 AND A CONTENT STANDARD	K.RI.5. I	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL R		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 AN I CONTENT STANDARD	K.RI.5. I	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL R		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 AND	K.RI.5. I	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL R		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 A / CONTENT STANDARD	AK.RF.5.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL F	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].").

GOAL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single stilling or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  PERFORMANCE AK.S.L.S. Speaking and Listening Standards  CONTENT  GRADE LEVEL EXPECTATION  Comprehension and Collaboration  STANDARD  SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others indeas and expressing their own clearly provided to the specific discussions and texts, building on others indeas and expressing their own clearly.  INDICATOR SL.5.1. 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. Follow agreed-upon nules for discussions and carry out assigned roles.  INDICATOR SL.5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  CONTENT STANDARD  COMPrehension and Collaboration  JETRAND  COMPrehension and Collaboration  JETRAND  COMPrehension and Collaboration  PERFORMANCE AK.SL.5. Speaking and Listening Standards  SL.5.2. Summarize a written text road aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION  COAL 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)	0040515151		Decree of Water
PERFORMANCE AK.SL.5. Speaking and Listening Standards  TOTAL TRANS  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 citearly.  INDICATOR SL.5.1. Come to discussions prepared, having read or subdied required materials explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  INDICATOR SL.5.1. Follow agreed-upon rules for discussions and carry out assigned roles.  INDICATOR SL.5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  TOTAL PARAD  COMPENT STANDARD  CONTENT STANDARD  CONTENT STANDARD  AK.SL.5. Speaking and Listening Standards  SL.5.2. Summarize a written bext read aloud or information presented in diverse media and formats, including visually, quantificatively, and oraby.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  SL.5.2. Summarize a written bext read aloud or information presented in diverse media and formats, including visually, quantificatively, and oraby.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL PRESCRATION  GRADE LEVEL Presentation of Knowledge and Ideas  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.5.4. 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.)  FERROMANCE AK.L.5. Language standards  CONTENT STANDARD  CONTENT S			Range of Writing
GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  SL5.1. 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  SL5.1. 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  SL5.1. Follow agreed-upon niles for discussions and carry out assigned roles.  INDICATOR  SL5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  PERFORMANCE AK.SL5. Speaking and Listening Standards  CONTENT  STANDARD  GRADE LEVEL EXPECTATION  COMPrehension and Collaboration  JETRAND  GRADE LEVEL EXPECTATION  PRESCRIMANCE AK.SL5. Speaking and Listening Standards  STANDARD  GRADE LEVEL EXPECTATION  PRESCRIMANCE AK.SL5. Speaking and Listening Standards  STANDARD  GRADE LEVEL EXPECTATION  PRESCRIMANCE AK.SL5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  Adopt speech to a variety of contexts and tasks, using formal English when appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  GOAL SL5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See grade S Language standards 1 and 3 for specific expectations)  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT  GRADE LEVEL EXPECTATION  CONTENT	GOAL	W.5.10.	· · · · · · · · · · · · · · · · · · ·
STRAND   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   AK.SL.5.   Speaking and Listening Standards	/ CONTENT	AK.SL.5.	Speaking and Listening Standards
with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.    NDICATOR   SL.5.1a.   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.    NDICATOR   SL.5.1b.   Follow agreed-upon rules for discussions and carry out assigned roles.    NDICATOR   SL.5.1c.   Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.    PERFORMANCE   AK.SL.5.   Speaking and Listening Standards	EXPECTATION		Comprehension and Collaboration
INDICATOR SL5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.  INDICATOR SL5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  PERFORMANCE (CONTENT STANDAR)  GRADE LEVEL EXPECTATION (Quantitatively, and orally:  SL5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally:  PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION (STANDAR)  GRADE LEVEL EXPECTATION (STANDAR)  GRADE LEVEL EXPECTATION (STANDAR)  GOAL SL5.4. 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 SL5.6. 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.)  GRADE LEVEL EXPECTATION (STANDAR)  GRADE LEVEL EXPECTATION (SEE CONTENT)  GRADE LEVEL EXPECTATION (S	GOAL	SL.5.1.	with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own
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 AK.SL.5. Speaking and Listening Standards  STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION / STRAND  GRADE LEVEL EXPECTATION / STRAND  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.)  GRADE LEVEL EXPECTATION / STRAND  GOAL  L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	INDICATOR	SL.5.1.a.	
PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION  GOAL  SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  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 AK.L.5. Language Standards  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATIO	INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION / STRAND  GOAL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION / STRAND  GRADE LEVEL EXPECTATION / STRAND  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 AK.L.5. Language Standards  GRADE LEVEL CONVENTS AK.L.5. Language Standards  CONVENTION OF STANDARD  GOAL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	INDICATOR	SL.5.1.c.	
GOAL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION / STRAND  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 AK.L.5. Language Standards  GRADE LEVEL EXPECTATION / STRAND  GOAL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	/ CONTENT	AK.SL.5.	Speaking and Listening Standards
quantitatively, and orally.  PERFORMANCE AK.SL.5. Speaking and Listening Standards  GRADE LEVEL EXPECTATION / STRAND  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 AK.L.5. Language Standards  GRADE LEVEL EXPECTATION / STRAND  GOAL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	EXPECTATION		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / STRAND  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 AK.L.5. Language Standards  GRADE LEVEL EXPECTATION / STRAND  GOAL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	GOAL	SL.5.2.	
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 AK.L.5. Language Standards  GRADE LEVEL EXPECTATION / STRAND  Conventions of Standard English  Conventions of Standard English grammar and usage when writing or	/ CONTENT	AK.SL.5.	Speaking and Listening Standards
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  GRADE LEVEL EXPECTATION / STRAND  Conventions of Standard English  Conventions of Standard English grammar and usage when writing or	EXPECTATION		Presentation of Knowledge and Ideas
grade 5 Language standards 1 and 3 for specific expectations.)  PERFORMANCE AK.L.5. / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  L.5.1.  Demonstrate command of the conventions of standard English grammar and usage when writing or	GOAL	SL.5.4.	
GRADE LEVEL Conventions of Standard English EXPECT ATION I STRAND  GOAL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	GOAL	SL.5.6.	
EXPECTATION / STRAND  GOAL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	/ CONTENT	AK.L.5.	Language Standards
	EXPECTATION		Conventions of Standard English
	GOAL	L.5.1.	

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
/ CONTENT	AK.L.5.	Language Standards  Vocabulary Acquisition and Use
CONTENT STANDARD  GRADE LEVEL EXPECTATION	AK.L.5.	
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL	<b>L.5.4</b> . L.5.4.a.	Vocabulary Acquisition and Use  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.  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.,
J CONTENT STANDARD  GRADE LEVEL EXPECTATION J STRAND  GOAL  INDICATOR  PERFORMANCE J CONTENT	<b>L.5.4</b> . L.5.4.a.	Vocabulary Acquisition and Use  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.  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 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Alaska Content and Performance Standards Language Arts

Grade 5 - Adopted: 2012

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

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 AK.RF.5. Foundational Skills / CONTENT STANDARD

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.

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.

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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

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

**INDICATOR** 

L.5.3.b.

STANDARD		
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 EXPECT ATION / 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.

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

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 AK.L.5. Language Standards / CONTENT STANDARD

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 5 Page 45-52

#### Alaska Content and Performance Standards Language Arts

Grade 5 - Adopted: 2012

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

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

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

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 EXPECT ATION / 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.
/ CONTENT	AK.W.5.	Writing Standards
STANDARD		
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GRADE LEVEL EXPECTATION / STRAND	W.5.4. W.5.5.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

GRADE LEVEL		Research to Build and Present Knowledge
/ STRAND		
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 AK.L.5. Language Standards / CONTENT STANDARD

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		
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.a. L.5.4.c.	abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g.,
	L.5.4.c.	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.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the
INDICATOR  PERFORMANCE / CONTENT	L.5.4.c. AK.L.5.	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.  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.

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

Alaska Content and Performance Standards

Language Arts

Grade 5 - Adopted: 2012

## PERFORMANCE AK.RL.5. Reading Standards for Literature / CONTENT $\mbox{STANDARD}$

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

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

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 AK.RF.5. Foundational Skills / CONTENT STANDARD

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.

GRADE LEVEL EXPECTATION / STRAND	Text Types and Purposes
GOAL	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 EXPECT ATION / STRAND		Research to Build and Present Knowledge
GOAL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL	<b>W.5.9.</b> W.5.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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].").
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
INDICATOR  PERFORMANCE / CONTENT	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  GRADE LEVEL EXPECTATION	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].").  Writing Standards
PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL	W.5.9.a.  AK.W.5.	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].").  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT	W.5.9.a.  AK.W.5.	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].").  Writing Standards  Range of Writing  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  GRADE LEVEL EXPECTATION / STRAND  GOAL  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION	W.5.9.a.  AK.W.5.	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].").  Writing Standards  Range of Writing  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.  Speaking and Listening Standards

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

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
JOAL	2.0.4.	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

a minimum of two pages in a single sitting.

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

Summarize a written text read aloud or information presented in diverse media and formats, including visually,

GOAL

SL.5.2.

quantitatively, and orally.

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

GRADE LEVEL EXPECTATION		Presentation of Knowledge and Ideas
/ STRAND		
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

a minimum of two pages in a single sitting.

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  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		Craft and Structure

EXPECTATION / STRAND

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		Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.
	RF.5.4.a.	
INDICATOR	RF.5.4.a. RF.5.4.c.	Read on-level text with purpose and understanding.
INDICATOR  INDICATOR  PERFORMANCE / CONTENT	RF.5.4.a. RF.5.4.c.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION	RF.5.4.a. RF.5.4.c.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
INDICATOR  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND	RF.5.4.c.  AK.W.5.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes
INDICATOR  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND	RF.5.4.c.  AK.W.5.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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

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.

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** 

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 releval 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	<b>L.5.1.</b> L.5.1.d.	
	L.5.1.d.	speaking.
INDICATOR  PERFORMANCE / CONTENT	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR  PERFORMANCE / CONTENT ST ANDARD  GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.  Language Standards
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND	L.5.1.d.  AK.L.5.	Recognize and correct inappropriate shifts in verb tense.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND	L.5.1.d.  AK.L.5.  L.5.2.	Recognize and correct inappropriate shifts in verb tense.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 10 Page 85-92	
		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	

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

topic or subject area.

RI.5.4.

GOAL

GRADE LEVEL EXPECTATION / STRAND	Integration of Knowledge and Ideas
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Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

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
INDICATOR		the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR PERFORMANCE CONTENT		
INDICATOR		Use precise language and domain-specific vocabulary to inform about or explain the topic.

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 AK.L.5. Language Standards / CONTENT STANDARD

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 EXPECT ATION / 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

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

### Alaska Content and Performance Standards Language Arts

Grade 5 - Adopted: 2012

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

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

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
EXPECTATION	W.5.9.	Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / STRAND	<b>W.5.9.</b> W.5.9.b.	
GOAL INDICATOR	W.5.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
EXPECTATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT	W.5.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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].").
EXPECTATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION	W.5.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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].").  Writing Standards
EXPECT ATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECT ATION / STRAND  GOAL	W.5.9.b.  AK.W.5.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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].").  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECT ATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECT ATION / STRAND  GOAL  PERFORMANCE / CONTENT	W.5.9.b.  AK.W.5.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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].").  Writing Standards  Range of Writing  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 AK.L.5. Language Standards / CONTENT STANDARD

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).

#### Language Arts

Grade 5 - Adopted: 2012

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

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 AK.RF.5. Foundational Skills / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 EXPECT ATION / 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.

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 Key Ideas and Details EXPECTATION / STRAND

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.

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

INDICATOR

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 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 ST ANDARD	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 ST ANDARD	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.
INDICATOR  PERFORMANCE / CONTENT ST ANDARD		Recognize and correct inappropriate shifts in verb tense.  Language Standards
PERFORMANCE / CONTENT		
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION		Language Standards
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	AK.L.5.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	<b>L.5.2.</b> L.5.2.e.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT	<b>L.5.2.</b> L.5.2.e.	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.

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 I EVEL		Key Ideas and Details

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

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

GRADE LEVEL EXPECT ATION / 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 ST ANDARD	AK.W.5.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes

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

GOAL

W.5.2.

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		Production and Distribution of Writing

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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

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

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 AK.L.5. Language Standards

/ CONTENT		
STANDARD		

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

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

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

**STANDARD** 

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.

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

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	E AK.L.5.	Language Standards

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

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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

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 AK.L.5. Language Standards / CONTENT STANDARD

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 17 Page 147-152

#### Alaska Content and Performance Standards Language Arts

Grade 5 - Adopted: 2012

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

GRADE LEVEL EXPECT ATION / 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 AK.W.5. Writing Standards / CONTENT STANDARD

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

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

Grade 5 - Adopted: 2012

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

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 AK.W.5. Writing Standards / CONTENT STANDARD

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	AK.L.5.	Language Standards

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

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 AK.L.5. Language Standards

/ CONTENT STANDARD

STANDARD

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

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

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

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

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 EXPECT ATION / 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

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

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

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

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 are 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, scienc 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		Text Types and Purposes
/ STRAND		
GOAL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	<b>W.5.2.</b> W.5.2.a.	
GOAL		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.
GOAL	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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support

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

STANDARD		
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

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

W.5.10.

GOAL

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.
GOAL	<b>L.5.2.</b> L.5.2.e.	
	L.5.2.e.	spelling when writing.
INDICATOR  PERFORMANCE / CONTENT	L.5.2.e.	Spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION	L.5.2.e.	Spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
INDICATOR  PERFORMANCE / CONTENT ST ANDARD  GRADE LEVEL EXPECTATION / STRAND	L.5.2.e.  AK.L.5.	Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL	L.5.2.e.  AK.L.5.  L.5.3.	Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT	L.5.2.e.  AK.L.5.  L.5.3.	Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION	L.5.2.e.  AK.L.5.  L.5.3.	Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  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 AK.RL.5. Reading Standards for Literature / CONTENT STANDARD

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

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

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

STANDARD

STANDARD

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		Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR  PERFORMANCE / CONTENT	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL	RF.5.4.c.  AK.W.5.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  INDICATOR	RF.5.4.c.  AK.W.5.  W.5.2.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support
INDICATOR  PERFORMANCE / CONTENT STANDARD  GRADE LEVEL EXPECTATION / STRAND  GOAL  INDICATOR	W.5.2. W.5.2.b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.

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.
PERFORMANO	CE AK.W.5.	Writing Standards

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

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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

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 AK.L.5. Language Standards / CONTENT STANDARD

GRADE LEVEL EXPECT ATION / 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	AK.L.5.	Language Standards
STANDARD		
STANDARD  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 AK.RL.5. Reading Standards for Literature / CONTENT STANDARD

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

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

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 AK.RF.5. Foundational Skills / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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 AK.W.5. Writing Standards / CONTENT STANDARD

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

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

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

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 AK.L.5. Language Standards / CONTENT STANDARD

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

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.

#### / CONTENT STANDARD

PERFORMANCE 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).

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#### Alaska Content and Performance Standards Language Arts

Grade 5 - Adopted: 2012

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

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

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	AK.L.5.	Language Standards

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

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 EXPECT ATION / 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).
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		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 AK.SL.5. Speaking and Listening Standards / CONTENT STANDARD

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 AK.L.5. Language Standards / CONTENT STANDARD

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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).