Main Criteria: Structure and Style for Students

Secondary Criteria: Arizona's College and Career Ready Standards

Subject: Language Arts Grade: 5

Structure and Style for Students

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

Arizona's College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RI.	Reading	Standards f	or Informational Text
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STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
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STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.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.

AZ.5.RI. Reading Standards for Informational Text **STRAND**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

STRAND AZ.5.RF. Reading Standards: Foundational Skills

CONCEPT / Fluency STANDARD

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.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.

LEVEL

STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.)
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-30
		Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text

CONCEPT / STANDARD

Craft and Structure

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons ar evidence support which point(s).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE /	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE /	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the

STRAND AZ.5.SL. Speaking and Listening Standards

remarks of others.

GRADE LEVEL

EXPECTATION

CONCEPT / STANDARD	Comprehension and Collaboration

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.)
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE / 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STRAND AZ.5.L. Language Standards

GRADE LEVEL EXPECTATION

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36
		Arizona's College and Career Ready Standards
		Language Arts
		Grade 5 - Adopted: 2016
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE /	5.RI.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.
PROFICIENCY		
LEVEL		

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / Integration of Knowledge and Ideas STANDARD	
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DEDECORMANIC		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons a evidence support which point(s).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
STRAND CONCEPT / STANDARD	AZ.5.W.	Writing Standards Text Types and Purposes
CONCEPT /	AZ.5.W. 5.W.2.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.W.2.	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), illustrations, and multimedia when useful to aiding comprehension.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	5.W.2. 5.W.2.a.	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), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a. 5.W.2.b.	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; includ formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND AZ.5.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.)
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		Arizona's College and Career Ready Standards
		Language Arts Grade 5 - Adopted: 2016
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT /		
STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E OBJECTIVE / PROFICIENCY	5.RL.5. 5.RL.6.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.6.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	5.RL.6.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	5.RL.6.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described. Reading Standards for Literature
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.RL.6. AZ.5.RL. 5.RL.10.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described. Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.6. AZ.5.RL. 5.RL.10.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described. Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards

Research to Build and Present Knowledge

CONCEPT / STANDARD

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.a.	Apply grade 5 Reading standards to literature.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.)
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT /		Key Ideas and Details
STANDARD		ncy ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,
LEVEL		drama, or poem.
	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
PERFORMANC E OBJECTIVE / PROFICIENCY		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		Describe how a narrator's or speaker's point of view influences how events are described.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /		Describe how a narrator's or speaker's point of view influences how events are described. Reading Standards for Literature
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.5.RL. 5.RL.10.	Describe how a narrator's or speaker's point of view influences how events are described. Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	AZ.5.RL. 5.RL.10.	Describe how a narrator's or speaker's point of view influences how events are described. Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards

Research to Build and Present Knowledge

CONCEPT / STANDARD

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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.a.	Apply grade 5 Reading standards to literature.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANC 5.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, E OBJECTIVE / **PROFICIENCY** moreover, in addition). **LEVEL** UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60 Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016 **STRAND** AZ.5.RL. Reading Standards for Literature CONCEPT / **Key Ideas and Details STANDARD** PERFORMANC 5.RL.2. Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text. E OBJECTIVE / **PROFICIENCY** LEVEL STRAND AZ.5.RL. Reading Standards for Literature CONCEPT / Craft and Structure **STANDARD**

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL

5.RL.5.

5.RL.6.

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL Describe how a narrator's or speaker's point of view influences how events are described.

STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

STRAND AZ.5.RF. Reading Standards: Foundational Skills

CONCEPT / STANDARD	Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

5.RF.4.a. Read grade-level text with purpose and understanding.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION 5.W.9.a. Apply grade 5 Reading standards to literature.

STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).

STRAND AZ.5.L. Language Standards

EXPECTATION

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Arizona's College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2016

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD	Key Ideas and Details

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.

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.)

PERFORMANC

E OBJECTIVE /

PROFICIENCY LEVEL 5.SL.6.

STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD	AZ.5.L.	Language Standards Knowledge of Language
CONCEPT /	5.L.3.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Knowledge of Language
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.L.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3. 5.L.3.a.	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.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	5.L.3. 5.L.3.a.	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
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.L.3.a. AZ.5.L.	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 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.L.3.a. 5.L.4. 5.L.4.	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 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.

PERFORMANC Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including 5.L.6. E OBJECTIVE / those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, **PROFICIENCY** moreover, in addition). **LEVEL** UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76 Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016 STRAND AZ.5.RI. Reading Standards for Informational Text CONCEPT / **Key Ideas and Details STANDARD** PERFORMANC 5.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. E OBJECTIVE / **PROFICIENCY** LEVEL **PERFORMANC** 5 RI 2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. E OBJECTIVE / **PROFICIENCY** I FVFI STRAND AZ.5.RI. Reading Standards for Informational Text CONCEPT / Craft and Structure **STANDARD** PERFORMANC Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 5.RI.4. E OBJECTIVE / topic or subject area. **PROFICIENCY LEVEL** STRAND AZ.5.RI. Reading Standards for Informational Text CONCEPT / Integration of Knowledge and Ideas **STANDARD PERFORMANC** 5.RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and E OBJECTIVE / evidence support which point(s). **PROFICIENCY LEVEL** STRAND AZ.5.RI. Reading Standards for Informational Text CONCEPT / Range of Reading and Level of Text Complexity **STANDARD PERFORMANC** 5.RI.10. By the end of the year, proficiently and independently read and comprehend informational text, including E OBJECTIVE / history/social studies, science and technological texts, in a text complexity range determined by qualitative and **PROFICIENCY** quantitative measures appropriate to grade 5. LEVEL STRAND AZ.5.RF. Reading Standards: Foundational Skills

CONCEPT /

STANDARD

Fluency

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
		· ·
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
E OBJECTIVE / PROFICIENCY	5.W.4. 5.W.5.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
PERFORMANC E OBJECTIVE / PROFICIENCY		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.) 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.5. 5.W.6.	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.) 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.) With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to

PERFORMANC		
E OBJECTIVE / PROFICIENCY LEVEL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarized or paraphrase information in notes and finished work, and provide a list of sources.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.5.L.	Language Standards Conventions of Standard English
CONCEPT /	5.L.1.	Conventions of Standard English
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	5.L.1. 5.L.1.d.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion to

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD	AZ.5.L.	Vocabulary Acquisition and Use
CONCEPT /	5.L.4.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.L.4.	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.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4. 5.L.4.b.	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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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

Arizona's College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2016

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
AZ.5.RI.	Reading Standards for Informational Text
	Craft and Structure
5.RI.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.
AZ.5.RI.	Reading Standards for Informational Text
	Integration of Knowledge and Ideas
5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
AZ.5.RI.	Reading Standards for Informational Text
	Range of Reading and Level of Text Complexity
5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
AZ.5.RF.	Reading Standards: Foundational Skills
	Fluency
5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
5.RF.4.a.	Read grade-level text with purpose and understanding.
5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
AZ.5.W.	Writing Standards
	Text Types and Purposes
5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	AZ.5.RI. 5.RI.4. 5.RI.8. 5.RI.10. 5.RF.4. 5.RF.4.c.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.)
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

STRAND AZ.5.RI. Reading Standards for Informational Text

STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION 5.RF.4.a. Read grade-level text with purpose and understanding.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE /	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
PROFICIENCY LEVEL		audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	5.W.5.	
PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.5. 5.W.6.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.6.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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.) With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 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.) With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.

STRAND AZ.5.SL. Speaking and Listening Standards

LEVEL

CONCEPT / STANDARD	Comprehension and Collaboration

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.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.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
	5.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.2. 5.W.2.a.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	5.W.2.a.	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), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a. 5.W.2.b.	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), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a. 5.W.2.b.	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), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
E OBJECTIVE / PROFICIENCY		
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		speaking.
OBJECTIVE / GRADE LEVEL OBJECTIVE / GRADE LEVEL OBJECTIVE / GRADE LEVEL	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
BUBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.c. 5.L.1.d.	Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that
BOBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d. 5.L.1.f.	Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
BOBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	5.L.1.d. 5.L.1.f. AZ.5.L.	Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3). Language Standards

STRAND	AZ.5.L.	Language Standards

CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STRAND AZ.5.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

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

STRAND AZ.5.L. Language Standards

5.L.4.b.

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016

STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

STRAND AZ.5.RF. Reading Standards: Foundational Skills

CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	-	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE /

GRADE LEVEL EXPECTATION

5.W.9.a. Apply grade 5 Reading standards to literature.

STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
	5.L.1.	Conventions of Standard English Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
PERFORMANC E OBJECTIVE / PROFICIENCY	5.L.1. 5.L.1.a.	Demonstrate command of the conventions of Standard English grammar and usage when writing or
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	5.L.1.a.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

STRAND	AZ.5.L.	Language	Standards

CONCEPT / STANDARD	Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION

OBJECTIVE / 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE / GRADE LEVEL

EXPECTATION

STRAND

PERFORMANC

E OBJECTIVE /

PROFICIENCY LEVEL

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

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

STRAND AZ.5.L. Language Standards

5.L.4.

5.L.4.b.

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016

AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).

STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD	AZ.5.L.	Language Standards Knowledge of Language
CONCEPT /	5.L.3.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.L.3.	Knowledge of Language
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.L.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONCEPT / STANDARD	Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

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

STRAND AZ.5.L. Language Standards

5.L.4.b.

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD	Key Ideas and Details		
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
	5.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.2. 5.W.2.a.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	5.W.2.a.	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), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a. 5.W.2.b.	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), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a. 5.W.2.b.	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), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEVEL		
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
OBJECTIVE / GRADE LEVEL		Apply grade 5 Reading standards to informational texts. Writing Standards
OBJECTIVE / GRADE LEVEL EXPECTATION		
OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /		Writing Standards
OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.5.W. 5.W.10.	Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	AZ.5.W. 5.W.10.	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.
OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	AZ.5.W. 5.W.10.	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
OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.5.W. 5.W.10. AZ.5.SL.	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 Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually,

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use

PERFORMANC Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including 5.L.6. E OBJECTIVE / those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, **PROFICIENCY** moreover, in addition). **LEVEL** UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138 Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016 STRAND AZ.5.RL. Reading Standards for Literature CONCEPT / **Key Ideas and Details STANDARD** PERFORMANC 5.RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. E OBJECTIVE / **PROFICIENCY** LEVEL STRAND AZ.5.RI. Reading Standards for Informational Text CONCEPT / Key Ideas and Details **STANDARD PERFORMANC** 5.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. E OBJECTIVE / **PROFICIENCY LEVEL PERFORMANC** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RI.2. E OBJECTIVE / **PROFICIENCY LEVEL** STRAND AZ.5.RI. Reading Standards for Informational Text CONCEPT / Craft and Structure **STANDARD PERFORMANC** 5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 E OBJECTIVE / topic or subject area. **PROFICIENCY LEVEL PERFORMANC** 5.RI.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of E OBJECTIVE / events, ideas, concepts, or information in two or more texts. **PROFICIENCY LEVEL PERFORMANC** 5.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view E OBJECTIVE / they represent. **PROFICIENCY LEVEL** STRAND

AZ.5.RI. Reading Standards for Informational Text

Integration of Knowledge and Ideas

CONCEPT /

STANDARD

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE /	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL		
PROFICIENCY		Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.RF.4.a.	Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	5.RF.4.a.	
OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a. 5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	5.RF.4.a. 5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards

5.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

OBJECTIVE / GRADE LEVEL

EXPECTATION

topic.

OBJECTIVE / 5.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **GRADE LEVEL EXPECTATION STRAND** AZ.5.W. Writing Standards CONCEPT / **Production and Distribution of Writing STANDARD** PERFORMANC 5.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and E OBJECTIVE / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **PROFICIENCY** LEVEL **PERFORMANC** 5.W.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 E OBJECTIVE / **PROFICIENCY** standards 1-3 up to and including grade 5.) LEVEL PERFORMANC 5.W.6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as E OBJECTIVE / well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to **PROFICIENCY** complete a writing task. **LEVEL** STRAND **Writing Standards** AZ.5.W. CONCEPT / Research to Build and Present Knowledge **STANDARD** PERFORMANC 5.W.7. Conduct short research projects that use several sources to build knowledge through investigation of different E OBJECTIVE / aspects of a topic and to answer a specific question. **PROFICIENCY** LEVEL **PERFORMANC** 5.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize E OBJECTIVE / or paraphrase information in notes and finished work, and provide a list of sources. **PROFICIENCY** LEVEL STRAND AZ.5.W. **Writing Standards** CONCEPT / Research to Build and Present Knowledge STANDARD **PERFORMANC** 5.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. E OBJECTIVE / **PROFICIENCY**

LEVEL

OBJECTIVE /	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
GRADE LEVEL		

EXPECTATION

STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion the supporting task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 7: INVENTIVE WRITING Week 16 Page 139-146
		Arizona's College and Career Ready Standards
		Language Arts Grade 5 - Adopted: 2016
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONCEPT /		Text Types and Purposes
STANDARD		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
	5.W.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E OBJECTIVE / PROFICIENCY		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	5.W.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts. Writing Standards
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.9.b. AZ.5.W. 5.W.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.b. AZ.5.W. 5.W.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts. 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.

LEVEL

STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE /	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL		
	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
OBJECTIVE / GRADE LEVEL	5.L.2.e. AZ.5.L.	
OBJECTIVE / GRADE LEVEL EXPECTATION		Spell grade-appropriate words correctly, consulting references as needed.
OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /		Spell grade-appropriate words correctly, consulting references as needed. Language Standards
OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.5.L.	Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language

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Arizona's College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2016

STRAND

AZ.5.W. Writing Standards

CONCEPT / STANDARD	Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC	5 W 4	Produce clear and coherent writing in which the development and organization are appropriate to task number and

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.

AZ.5.W. Writing Standards STRAND

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL **EXPECTATION**

5.W.9.b. Apply grade 5 Reading standards to informational texts.

STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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Arizona's College and Career Ready Standards Language Arts

		Grade 5 - Adopted: 2016
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.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.)
LEVEL		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.

STRAND	AZ.5.SL.	Speaking and	Listening	Standards

STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE /	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STRAND AZ.5.L. Language Standards

GRADE LEVEL EXPECTATION

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

Arizona's College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2016

STRAND	AZ.5.RL.	Reading	Standards	for	Literature
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CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT /		Integration of Knowledge and Ideas
STANDARD		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GRADE LEVEL	5.RF.4.c. AZ.5.W.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION STRAND CONCEPT /		Writing Standards
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.5.W.	Writing Standards Text Types and Purposes
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	AZ.5.W. 5.W.2.	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

STRAND	AZ.5.W.	Writing	Standards

STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards

AZ.5.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.

STRAND AZ.5.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
		Write and arganize one or more paragraphs that contains a tonic contains a curporting details, and a conclusion that
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
GRADE LEVEL	5.L.1.f. AZ.5.L.	
GRADE LEVEL EXPECTATION		is appropriate to the writing task (Reference Writing standards 1-3).
GRADE LEVEL EXPECTATION STRAND CONCEPT /	AZ.5.L.	is appropriate to the writing task (Reference Writing standards 1-3). Language Standards
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.5.L.	Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	AZ.5.L. 5.L.2.	Language Standards Conventions of Standard English Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2. 5.L.2.	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.
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	5.L.2. 5.L.2.	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. Language Standards
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.L.2. 5.L.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. Language Standards Knowledge of Language
GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.L.2. 5.L.2. 5.L.3.	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. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194
		Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.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.

5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
AZ.5.RI.	Reading Standards for Informational Text
	Integration of Knowledge and Ideas
5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
AZ.5.RI.	Reading Standards for Informational Text
	Range of Reading and Level of Text Complexity
5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
AZ.5.RF.	Reading Standards: Foundational Skills
	Fluency
5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
5.RF.4.a.	Read grade-level text with purpose and understanding.
5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
AZ.5.W.	Writing Standards
	Text Types and Purposes
5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	5.RI.6. AZ.5.RI. 5.RI.9. 5.RI.10. 5.RF.4. 5.RF.4.a.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	-	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
DEDECE		
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
E OBJECTIVE / PROFICIENCY		
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL		Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
BJECTIVE / GRADE LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
BOBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a. 5.L.1.d.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d. 5.L.1.f.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	5.L.1.d. 5.L.1.f. AZ.5.L.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3). Language Standards

STRAND AZ.5.L. Language Standards

CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		Arizona's College and Career Ready Standards
		Language Arts Grade 5 - Adopted: 2016

STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND AZ.5.RI. Reading Standards for Informational Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND	AZ.5.RI.	Reading Standards for Informational Text
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.10.	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summar or paraphrase information in notes and finished work, and provide a list of sources.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE I PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing of speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion is appropriate to the writing task (Reference Writing standards 1-3).

STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
STRAND CONCEPT / STANDARD	AZ.5.L.	Language Standards Knowledge of Language
CONCEPT /	AZ.5.L. 5.L.3.	

STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.

OBJECTIVE / 5.L.4.b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

GRADE LEVEL

EXPECTATION

STRAND AZ.5.L. Language Standards

STRAND

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

Arizona's College and Career Ready Standards

Language Arts

Grade 5 - Adopted: 2016

AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD	Key Ideas and Details		
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.	
STRAND	AZ.5.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Craft and Structure	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.	
STRAND	AZ.5.RL.	Reading Standards for Literature	
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills	
CONCEPT / STANDARD		Fluency	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND	AZ.5.W.	Writing Standards	
CONCEPT / STANDARD		Text Types and Purposes	

CONCEPT / STANDARD	Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE / GRADE LEVEL EXPECTATION

5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.	
STRAND	AZ.5.W.	Writing Standards	
CONCEPT / STANDARD		Production and Distribution of Writing	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.	
STRAND	AZ.5.W.	Writing Standards	
STRAND CONCEPT / STANDARD	AZ.5.W.	Writing Standards Research to Build and Present Knowledge	
CONCEPT /	5.W.9.		
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Research to Build and Present Knowledge	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9. 5.W.9.a.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9. 5.W.9.a.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT /	5.W.9. 5.W.9.a.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature. Writing Standards	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.9. 5.W.9.a. AZ.5.W.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature. Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.9. 5.W.9.a. AZ.5.W.	Praw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature. 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.	

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
STRAND	AZ.5.SL.	Speaking and Listening Standards	
CONCEPT / STANDARD		Comprehension and Collaboration	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
STRAND	AZ.5.L.	Language Standards	
CONCEPT / STANDARD		Conventions of Standard English	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).	
STRAND	AZ.5.L.	Language Standards	
CONCEPT / STANDARD		Conventions of Standard English	
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.	

STRAND

AZ.5.L. Language Standards

CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244
		Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Key Ideas and Details

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.2.	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.

STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD	Craft and Structure		
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND	AZ.5.RL.	Reading Standards for Literature
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.
STRAND	AZ.5.RF.	Reading Standards: Foundational Skills
STRAND CONCEPT / STANDARD	AZ.5.RF.	Reading Standards: Foundational Skills Fluency
CONCEPT /	AZ.5.RF. 5.RF.4.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.RF.4.	Fluency
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL	5.RF.4. 5.RF.4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL OBJECTIVE / GRADE LEVEL EXPECTATION OBJECTIVE / GRADE LEVEL	5.RF.4. 5.RF.4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

STRAND	AZ.5.W.	Writing	Standards

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.6.	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD	Research to Build and Present Knowledge
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

EXPECTATION

OBJECTIVE / 5.W.9.a. Apply grade 5 Reading standards to literature.

STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.

STRAND AZ.5.SL. Speaking and Listening Standards

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.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.
OBJECTIVE / GRADE LEVEL	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	AZ.5.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.f.	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.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.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.4.b.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245
		UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245 Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016
STRAND	AZ.5.RI.	Arizona's College and Career Ready Standards Language Arts
STRAND CONCEPT / STANDARD	AZ.5.RI.	Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016
CONCEPT /	AZ.5.RI. 5.RI.4.	Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016 Reading Standards for Informational Text
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY		Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016 Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.RI.4.	Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016 Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT /	5.RI.4. AZ.5.W.	Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016 Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Writing Standards
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL STRAND CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.RI.4. AZ.5.W.	Arizona's College and Career Ready Standards Language Arts Grade 5 - Adopted: 2016 Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Writing Standards Text Types and Purposes

GRADE LEVEL

EXPECTATION

topic.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.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.)
STRAND	AZ.5.W.	Writing Standards
CONCEPT / STANDARD	AZ.5.W.	Writing Standards Range of Writing
CONCEPT /	AZ.5.W. 5.W.10.	
CONCEPT / STANDARD PERFORMANC E OBJECTIVE / PROFICIENCY	5.W.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.W.10.	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.

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND	AZ.5.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).