

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 for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE 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
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PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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.
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PERFORMANCE 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.)
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STRAND AZ.5.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND AZ.5.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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.

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

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE 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.)
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND **AZ.5.L. Language Standards**

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

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

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE 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
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PERFORMANCE 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).
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
---------------------------	--	-------------------------

PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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).
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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
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PERFORMANCE 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.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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PERFORMANCE 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.
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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
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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
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PERFORMANCE 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
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PERFORMANCE 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.
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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
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PERFORMANCE 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
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PERFORMANCE 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.

PERFORMANCE 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.)
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE 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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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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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).
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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 / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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PERFORMANCE 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.
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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
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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
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PERFORMANCE 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
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PERFORMANCE 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.
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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
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PERFORMANCE 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE 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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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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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).
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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 / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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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
PERFORMANCE 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
PERFORMANCE 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.)

PERFORMANCE 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.)

PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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
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PERFORMANCE 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.)

PERFORMANCE 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.)

PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
---------------------------	--	----------------------------------------

PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
---------------------------	--	--------------------------------------------

PERFORMANCE 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.
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PERFORMANCE 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.)
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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).
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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 / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 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.

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

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
---------------------------	--	------------------------------------------------------

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

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
PERFORMANCE 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.)
PERFORMANCE 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.)
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE 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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE 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.)
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE 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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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE 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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STRAND **AZ.5.L.** **Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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).
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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
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
PERFORMANCE 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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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.)

PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

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

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE 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
PERFORMANCE 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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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.)

PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

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

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE 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
PERFORMANCE 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.

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

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
PERFORMANCE 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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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.)

PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.b.	Apply grade 5 Reading standards to informational texts.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND AZ.5.L. Language Standards

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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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.
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STRAND AZ.5.L. Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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).
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

**Arizona's College and Career Ready Standards
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RI.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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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
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).

**Arizona's College and Career Ready Standards
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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.)
PERFORMANCE 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.)
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.

STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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.)
PERFORMANCE 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.)
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

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

CONCEPT / STANDARD		Knowledge of Language
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE /
GRADE LEVEL
EXPECTATION

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

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STRAND AZ.5.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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
PERFORMANCE 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.)
PERFORMANCE 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.)
PERFORMANCE 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
PERFORMANCE 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
---------------------------	--	----------------------------------------

PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
---------------------------	--	----------------------------------------

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
---------------------------	--	----------------------------------------

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

CONCEPT / STANDARD		Knowledge of Language
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PERFORMANCE 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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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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).
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UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
--------------------	--	-----------------------

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

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.)
PERFORMANCE 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.)
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
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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
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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PERFORMANCE 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.
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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
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PERFORMANCE 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).

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**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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PERFORMANCE 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
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PERFORMANCE 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.

PERFORMANCE 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
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PERFORMANCE 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.

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

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
PERFORMANCE 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.)
PERFORMANCE 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.)
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

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

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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).

**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
PERFORMANCE 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
PERFORMANCE 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.

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

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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.
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STRAND **AZ.5.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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PERFORMANCE 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.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.9.a.	Apply grade 5 Reading standards to literature.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

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

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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).

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STRAND AZ.5.RL. Reading Standards for Literature

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE 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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PERFORMANCE 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.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STRAND **AZ.5.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **AZ.5.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.a.	Read grade-level text with purpose and understanding.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
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PERFORMANCE 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.
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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.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE 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.)
PERFORMANCE 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.)
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	5.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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OBJECTIVE / GRADE LEVEL EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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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).
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
---------------------------	--	----------------------------------------

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

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

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).

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

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE 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.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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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.
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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
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PERFORMANCE 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.)
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PERFORMANCE 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.)
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STRAND **AZ.5.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
---------------------------	--	-------------------------

PERFORMANCE 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.
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STRAND **AZ.5.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND **AZ.5.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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).
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