Main Criteria: Structure and Style for Students Secondary Criteria: California Content Standards

> Subject: Language Arts Grade: 5

### Structure and Style for Students

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

### California Content Standards Language Arts

Grade 5 - Adopted: 2013

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

**DOMAIN / PART Literacy.** 

CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Key Ideas and Details                                                                                                      |
|------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |
|              |
|              |

Craft and Structure

**SUBSTRAND** A-

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

> Literacy.C CRA.R.4

SUBSTRAND

A-

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C CRA.R.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

**SUBSTRAND** 

Integration of Knowledge and Ideas

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

Literacy.C

CRA.R.7

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

**SUBSTRAND** 

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

Literacy.C CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Text Types and Purposes** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

SUBSTRAND

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

Literacy.C

CRA.W.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

Α-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

Research to Build and Present Knowledge

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

Literacy.C CRA.W.8

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy.

Α-CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE  |                                             | Range of Writing                                                                                                                                                                                         |
|-------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SUBSTRAND                           | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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 tasks, purposes, and audiences.        |
| STANDARD / / DOMAIN / PART L        | A-                                          | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                 |
| PERFORMANC<br>E STANDARD /<br>MODE  |                                             | Comprehension and Collaboration                                                                                                                                                                          |
| SUBSTRAND                           | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.1     | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               |
| STANDARD / / DOMAIN / PART L        | Α-                                          | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                 |
| PERFORMANC<br>E STANDARD /<br>MODE  |                                             | Presentation of Knowledge and Ideas                                                                                                                                                                      |
| SUBSTRAND                           | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.4     | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| SUBSTRAND                           | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.6     | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.                                                                    |
| STANDARD / / DOMAIN / PART L        | A-                                          | College and Career Readiness Anchor Standards for Language                                                                                                                                               |
| PERFORMANC<br>E STANDARD /<br>MODE  |                                             | Conventions of Standard English                                                                                                                                                                          |
| SUBSTRAND                           | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.1      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                   |
| STANDARD / / DOMAIN / PART L        | A-                                          | College and Career Readiness Anchor Standards for Language                                                                                                                                               |
| PERFORMANC<br>E ST ANDARD /<br>MODE |                                             | Knowledge of Language                                                                                                                                                                                    |

| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                         |
|----------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RI.5.2.                                | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                                                                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | RI.5.4.                                | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA                                                                                                                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | RI.5.8.                                | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                                                                                                                                  |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                           |
|                                        |                                        |                                                                                                                                                                                                                                                                                                                                         |

EXPECTATION / RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Fluency                                                                                            |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension.                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

### CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                     |
|------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                   |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) |

#### CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|-------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CA.CC.W. Writing Standards CONTENT STANDARD / **DOMAIN / PART** 

| EXPECT ATION   W.5.9.   Draw evidence from literary or informational texts to support analysis, reflection, and research. | PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                           |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------|---------------------------------------------------------------------------------------------------|
|                                                                                                                           |                                    | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

PROFICIENCY LEVEL

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

CONTENT CA.CC.W. Writing Standards STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / .5. DOMAIN / PART

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

**CA.CC.SL Speaking and Listening Standards** CONTENT STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Comprehension and Collaboration                                                                                                                                                                                                                                                                           |
|----------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | SL.5.2.         | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                                                                                                          |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                | SL.5.4.         | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | SL.5.4.a.       | Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                                                                                                          |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                       |
| EXPECTATION /<br>SUBSTRAND             | SL.5.6.         | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                | L.5.4.          | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                                                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.4.a.        | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                                                                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND             | L.5.6.          | 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).                                           |
|                                        |                 | LINIT 2: WOTING EDOM NOTES Wook 2 Page 10 20                                                                                                                                                                                                                                                              |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.R.

**PERFORMANC** E STANDARD / MODE

Key Ideas and Details

SUBSTRAND

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literacy.C

CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

SUBSTRAND

A-

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

PERFORMANC E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C CRA.R.4

EXPECTATION / SUBSTRAND

A-

CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C CRA.R.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND

Α-

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

as in words

Literacy.C CRA.R.7

CONTENT STANDARD /

MODE

CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD /

Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND

CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

Literacy.C

A-

CRA.R.10

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Production and Distribution of Writing                                                                                               |
|------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                  |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Range of Writing                                                                                                                                                                                  |
|------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-

DOMAIN / PART Literacy. CCRA.SL.

Comprehension and Collaboration

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |

EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SUBSTRAND** A-

Literacy.C CRA.SL.1

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

A-

CCRA.SL.

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |

Presentation of Knowledge and Ideas

**SUBSTRAND** 

A-

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

Literacy.C

CRA.SL.4

SUBSTRAND

A-

EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Literacy.C

CRA.SL.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / **DOMAIN / PART Literacy.** 

A-CCRA.L.

**PERFORMANC** E STANDARD / MODE

Conventions of Standard English

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**SUBSTRAND** 

A-

Literacy.C

CRA.L.1

**SUBSTRAND** 

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A-

Literacv.C CRA.L.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

**DOMAIN / PART Literacy.** 

CCRA.L.

**PERFORMANC** E STANDARD / MODE

Knowledge of Language

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Literacv.C

CRA.L.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

DOMAIN / PART Literacy.

CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|----------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RI.5.2.                                | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                                                                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | RI.5.4.                                | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA                                                                                                                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | RI.5.8.                                | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                                                                                                                                  |

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |          | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
|-------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Fluency                                                                                            |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension.                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Research to Build and Present Knowledge                                                                                                                                                                                 |
|----------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                | W.5.9.          | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.9.b.        | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.        | Writing Standards                                                                                                                                                                                                       |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Range of Writing                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND             | W.5.10.         | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                | SL.5.1.         | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | SL.5.1.a.       | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | SL.5.1.b.       | Follow agreed-upon rules for discussions and carry out assigned roles.                                                                                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | SL.5.1.c.       | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                                                                                     |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                        |
| PERFORMANC                             |                 | Comprehension and Collaboration                                                                                                                                                                                         |

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD / | Presentation of Knowledge and Ideas |
|----------------------------|-------------------------------------|
| MODE                       |                                     |

| EXPECTATION / SUBSTRAND                                                                   | SL.5.4.                   | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.                                                                                       |
|-------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL                                                      | SL.5.4.a.                 | Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                                    | CA.CC.SL                  | Speaking and Listening Standards                                                                                                                                                                                                                                                                          |
| PERFORMANC<br>E STANDARD /<br>MODE                                                        |                           | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                       |
| EXPECTATION /<br>SUBSTRAND                                                                |                           | 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.)                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                                    | CA.CC.L.<br>5.            | Language Standards                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E ST ANDARD /<br>MODE                                                       |                           | Conventions of Standard English                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                                                                   | L.5.1.                    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL                                                      | L.5.1.d.                  | Recognize and correct inappropriate shifts in verb tense.                                                                                                                                                                                                                                                 |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                                    | CA.CC.L.<br>5.            | Language Standards                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE                                                        |                           | Conventions of Standard English                                                                                                                                                                                                                                                                           |
|                                                                                           |                           |                                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                                                                   | L.5.2.                    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                        |
|                                                                                           | <b>L.5.2.</b><br>L.5.2.e. |                                                                                                                                                                                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD /                                        | L.5.2.e.                  | spelling when writing.                                                                                                                                                                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD /                                        | L.5.2.e.                  | Spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / | L.5.2.e.                  | Spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards                                                                                                                                                                                     |

CONTENT CA.CC.L. Language Standards STANDARD / 5. **DOMAIN / PART** 

| EXPECT ATION L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. | PERFORMANC<br>E STANDARD /<br>MODE | Vocabulary Acquisition and Use |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------|
|                                                                                                                                                                                            |                                    |                                |

FOUNDATION / PROFICIENCY LEVEL

L.5.4.a.

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

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / L.5.6<br>SUBSTRAND   | 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

### California Content Standards Language Arts Grade 5 - Adopted: 2013

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

CONTENT

**DOMAIN / PART Literacy.** 

CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Key Ideas and Details                                                                                                      |
|------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD /

**DOMAIN / PART Literacy.** 

CCRA.R.

| PERFORMANC   | Craft and Structure |
|--------------|---------------------|
| E STANDARD / |                     |
| MODE         |                     |
|              |                     |

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND Asection, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **Production and Distribution of Writing PERFORMANC** E STANDARD / MODE

| EXPECTATION /<br>SUBSTRAND                                                         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4                        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                 |
|------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                                                         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5                        | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                                                         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6                        | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                                                                                                                                                  |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                             | A-                                                            | College and Career Readiness Anchor Standards for Writing                                                                                                                                                                                                            |
| PERFORMANC<br>E STANDARD /<br>MODE                                                 |                                                               | Range of Writing                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                                                         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1                        | 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 tasks, purposes, and audiences.                                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                             | A-<br>Literacy.                                               | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                             |
|                                                                                    | CCRA.SL.                                                      |                                                                                                                                                                                                                                                                      |
| PERFORMANC<br>E ST ANDARD /<br>MODE                                                | CCRA.SL.                                                      | Comprehension and Collaboration                                                                                                                                                                                                                                      |
| E STANDARD /                                                                       |                                                               | Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                          |
| E ST ANDARD / MODE  EXPECTATION /                                                  | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.1                       | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building                                                                                                                                               |
| EXPECTATION / SUBSTRAND  CONTENT STANDARD /                                        | CCSS.EL A- Literacy.C CRA.SL.1  CCSS.EL A- Literacy.          | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                                                           |
| EXPECTATION / SUBSTRAND  CONTENT STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / | CCSS.EL A- Literacy.C CRA.SL.1  CCSS.EL A- Literacy. CCRA.SL. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  College and Career Readiness Anchor Standards for Speaking and Listening |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Conventions of Standard English                                                                        |
|------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUBSTRAND A-

Literacy.C CRA.L.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART Literacy. CCRA.L.

SUBSTRAND

| PERFORMANC<br>E STANDARD /<br>MODE |               | Knowledge of Language                                                                                                                                                                           |
|------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A- | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

Literacy.C CRA.L.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND         | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Key Ideas and Details                                                                                             |
|------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /                      | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

### CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

/ SUBSTRAND

| DOWAIN / PART                          |                 |                                                                                                                                                                                                                         |
|----------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Craft and Structure                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | RI.5.4.         | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5. | Reading Standards for Informational Text                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Integration of Knowledge and Ideas                                                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | RI.5.8.         | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                  |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5. | Reading Standards for Informational Text                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | RI.5.10.        | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RF        | Reading Standards: Foundational Skills                                                                                                                                                                                  |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Fluency                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                | RF.5.4.         | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.a.       | Read on-level text with purpose and understanding.                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.c.       | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.  | Writing Standards                                                                                                                                                                                                       |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Text Types and Purposes                                                                                                                                                                                                 |
|                                        |                 |                                                                                                                                                                                                                         |

| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.

**DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

### CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Research to Build and Present Knowledge                                                                                                                                                                                 |
|------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| FOUNDATION / PROFICIENCY           | W.5.9.b. | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

LEVEL

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND             | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5.
DOMAIN / PART

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

**CA.CC.SL Speaking and Listening Standards** CONTENT STANDARD /

**DOMAIN / PART** 

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / .5.

| PERFORMANC<br>E STANDARD /<br>MODE | Presentation of Knowledge and Ideas                                                                                                                                                                                 |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION SL.5.4.                | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

PROFICIENCY LEVEL

FOUNDATION / SL.5.4.a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / .5. **DOMAIN / PART** 

|  | PERFORMANC<br>E ST ANDARD /<br>MODE |  | Presentation of Knowledge and Ideas |
|--|-------------------------------------|--|-------------------------------------|
|--|-------------------------------------|--|-------------------------------------|

EXPECTATION / SL.5.6. SUBSTRAND

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.)

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E ST ANDARD /<br>MODE | <b>3</b> |
|-------------------------------------|----------|
|-------------------------------------|----------|

| PROPORTION   L5.1.d.   Recognize and correct inappropriate shifts in verb tense.   PROPORTION   L5.1.d.   Recognize and correct inappropriate shifts in verb tense.   PROPORTION   L5.1.d.   Language Standards   S.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                        |          |                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC EXPECTATION S.  CACCL. Language Standards S.  Conventions of Standard English  CACCL. Language Standards S.  Conventions of Standard English  EXPECTATION Spelling when writing.  FOUNDATION / FOUNDATION / FOUNDATION / FOUNDATION / FOUNDATION / STANDARD / S.  CACCL. Language Standards S.  CACCL. Language Standards S.  CACCL. Language Grandards S.  CACCL. Language Standards S.  CACCL.  | EXPECTATION / SUBSTRAND                | L.5.1.   |                                                                                                                                                                        |
| PERFORMANC STANDARD / Conventions of Standard English STANDARD / Conventions of Standard English Standard English Capitalization, punctuation, and spelling when writing.  EXPECTATION   L.5.2.   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  FOUNDATION / SUBSTRAND   L.5.2.   Spell grade-appropriate words correctly, consulting references as needed.  FOUNDATION / CA.C.L. Language Standards   CA.C.L. Language St |                                        | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense.                                                                                                              |
| EXPECTATION   L.5.2.   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  FOUNDATION / ESC.   Spell grade-appropriate words correctly, consulting references as needed.   FOUNDATION / ESC.   Spell grade-appropriate words correctly, consulting references as needed.   FOUNDATION / ESC.   CA.C.L.   Language Standards   FOUNDATION / ESTANDARD   L.5.3.   Use knowledge of Language and its conventions when writing, speaking, reading, or listening.   FOUNDATION / ESTANDARD   L.5.3.   Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   FOUNDATION / ESTANDARD   L.5.3.   Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   FOUNDATION / ESTANDARD   L.5.4.   Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   FOUNDATION / ESTANDARD   L.5.4.   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade is reading and content, choosing flexibly from a range of strategies.   FOUNDATION / ESTANDARD   L.5.4.   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade is reading and content, choosing flexibly from a range of strategies.   FOUNDATION / ESTANDARD   L.5.4.   Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.   FOUNDATION / ESTANDARD   L.5.4.   Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.   FOUNDATION / ESTANDARD   L.5.4.   Cac.L. Language Standards   L.5.4.   Language Standards   L.5.4.   L.5.4.   Language Standards   L.5.4.   L.5.4.   L.5.4.   L.5.5.   L.5 | CONTENT<br>STANDARD /<br>DOMAIN / PART |          | Language Standards                                                                                                                                                     |
| SUBSTRAND   Spelling when writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | PERFORMANC<br>E ST ANDARD /<br>MODE    |          | Conventions of Standard English                                                                                                                                        |
| PROFICIENCY LEVEL  CA.CC.L. Language Standards STANDARD I SOMAIN I PART  Knowledge of Language ESTANDARD I SOMAIN I PART  Knowledge of Language ESTANDARD I SOMAIN J PART  CA.CC.L. Language Standards STANDARD I SOMAIN PART  CA.CC.L. Language Standards STANDARD I SOMAIN I PART  CA.CC.L. Language Standards STANDARD I ST |                                        | L.5.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                     |
| DERFORMANC E STANDARD / MODE  EXPECTATION / SUBSTRAND  CA.CC.L. Language Standards  FOUNDATION / SUBSTRAND  CA.CC.L. Language Standards  FOUNDATION / STANDARD / MODE  CA.CC.L. Language Standards  FOUNDATION / STANDARD / STANDARD / MODE  CA.CC.L. Language Standards  FOUNDATION / STANDARD / STANDARD / MODE  CA.CC.L. Language Standards  FOUNDATION / STANDARD / STANDARD / MODE  CA.CC.L. Language Standards  FOUNDATION / STANDARD / |                                        | L.5.2.e. | Spell grade-appropriate words correctly, consulting references as needed.                                                                                              |
| EXPECTATION / SUBSTRAND  EXPECTATION / SUBSTRAND  EXPANDAD   L.5.3.   Use knowledge of language and its conventions when writing, speaking, reading, or listening.  EXPANDAD   L.5.3.   Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  FOUNDATION / LEVEL  CA.C.L. Language Standards  S.   Vocabulary Acquisition and Use    EXPECTATION   L.5.4.   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade for seading and content, choosing flexibly from a range of strategies.  FOUNDATION / SUBSTRAND   L.5.4.   Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. PROFICIENCY LEVEL  CONTENT   CA.C.L. Language Standards   S.    CA.C.L. Language Standards   CA.C.L. Language Standards    SONTENT   CA.C.L. L | CONTENT<br>STANDARD /<br>DOMAIN / PART |          | Language Standards                                                                                                                                                     |
| FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  CA.CC.L. Language Standards 5.  Vocabulary Acquisition and Use  EXPECTATION / SUBSTRAND  L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  CA.CC.L. Language Standards  5.  CA.CC.L. Language Standards  6.   | PERFORMANC<br>E STANDARD /<br>MODE     |          | Knowledge of Language                                                                                                                                                  |
| PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  CA.CC.L. Language Standards 5.  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use  EXPECTATION / Strandard / MODE  EXPECTATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  CA.CC.L. Language Standards 5.  CA.CC.L. Language Standards 5.  CA.CC.L. Language Standards 5.  Vocabulary Acquisition and Use  CA.CC.L. Language Standards 5.  CA.CC.L. Language Standards 5.  CA.CC.L. Language Standards 5.  STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION / SUBSTRAND  L.5.6. 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EXPECTATION / SUBSTRAND                | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                           |
| PERFORMANC E STANDARD / MODE  EXPECTATION / L5.4. 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.  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION / L5.6. 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                        | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                                                                                |
| EXPECTATION / SUBSTRAND  L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  FOUNDATION / PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION / SUBSTRAND  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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | CONTENT<br>STANDARD /<br>DOMAIN / PART |          | Language Standards                                                                                                                                                     |
| SUBSTRAND   S reading and content, choosing flexibly from a range of strategies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | PERFORMANC<br>E ST ANDARD /<br>MODE    |          | Vocabulary Acquisition and Use                                                                                                                                         |
| PROFICIENCY LEVEL  CONTENT STANDARD / DOMAIN / PART  PERFORMANC E ST ANDARD / MODE  EXPECTATION / SUBSTRAND  L.5.6. 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        | L.5.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| PERFORMANC E ST ANDARD / MODE  EXPECTATION / SUBSTRAND  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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                        | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                   |
| EXPECTATION / L.5.6. 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CONTENT<br>STANDARD /<br>DOMAIN / PART |          | Language Standards                                                                                                                                                     |
| SUBSTRAND those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | PERFORMANC<br>E STANDARD /<br>MODE     |          | Vocabulary Acquisition and Use                                                                                                                                         |
| UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                        | L.5.6.   | those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                        |          | UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44                                                                                                                  |

#### California Content Standards

#### Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD /

Δ-

CCRA.R.

SUBSTRAND

A-Literacy.C CRA.R.6

Literacy.C CRA.R.7

CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Key Ideas and Details                                                                                                      |
|------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Craft and Structure                                                                                                                                                                            |
|------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| EXPECTATION /                      | CCSS.EL                                | Assess how point of view or purpose shapes the content and style of a text.                                                                                                                    |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE |               | Integration of Knowledge and Ideas                                                                                                 |
|------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | CCSS.EL<br>A- | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** 

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

CCRA.R.

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

SUBSTRAND

Literacy.C CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-

DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

**Text Types and Purposes** 

SUBSTRAND

EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

> Literacy.C CRA.W.3

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

A-

**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C

CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

A-

Literacy.C

CRA.W.5

SUBSTRAND

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

A-

Literacy.C CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION /

CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SUBSTRAND** A-

Literacy.C CRA.W.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Range of Writing                                                                                                                                                                                  |
|------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Comprehension and Collaboration                                                                                                                                                            |
|------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Presentation of Knowledge and Ideas                                                                                                                                                                      |
|------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.                                                                    |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

CRA.L.1

| PERFORMANC<br>E STANDARD /<br>MODE |                             | Conventions of Standard English                                                                        |
|------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                                      |
|----------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5.                        | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RL.5.2.                                | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.                                                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5.                        | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | RL.5.5.                                | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                                                                                                                                              |
| EXPECTATION /<br>SUBSTRAND             | RL.5.6.                                | Describe how a narrator's or speaker's point of view influences how events are described.                                                                                                                                                                                                                                               |

PERFORMANC E ST ANDARD / MODE

| PERFORMANC<br>E ST ANDARD /<br>MODE                                                                               |                        | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                                                                                        | RL.5.10.               | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.                                                                                                                                  |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                                                            | CA.CC.RF               | Reading Standards: Foundational Skills                                                                                                                                                                                                                                                                                 |
| PERFORMANC<br>E ST ANDARD /<br>MODE                                                                               |                        | Fluency                                                                                                                                                                                                                                                                                                                |
| EXPECTATION / SUBSTRAND                                                                                           | RF.5.4.                | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL                                                                              | RF.5.4.a.              | Read on-level text with purpose and understanding.                                                                                                                                                                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL                                                                              | RF.5.4.c.              | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                                                                                                                     |
|                                                                                                                   |                        |                                                                                                                                                                                                                                                                                                                        |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                                                            | CA.CC.W.<br>5.         | Writing Standards                                                                                                                                                                                                                                                                                                      |
| STANDARD /                                                                                                        |                        | Writing Standards  Text Types and Purposes                                                                                                                                                                                                                                                                             |
| STANDARD /<br>DOMAIN / PART<br>PERFORMANC<br>E STANDARD /                                                         |                        |                                                                                                                                                                                                                                                                                                                        |
| STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION                                               | 5.                     | Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique,                                                                                                                                                                                                 |
| PERFORMANC E ST ANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY                                 | w.5.3.                 | Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event                                  |
| PERFORMANC E ST ANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY | <b>W.5.3.</b> W.5.3.a. | Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |

**Production and Distribution of Writing** 

| EXPECTATION /<br>SUBSTRAND | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

CONTENT STANDARD / 5. **DOMAIN / PART** 

CA.CC.W. Writing Standards

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                           |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

PROFICIENCY LEVEL

FOUNDATION / W.5.9.a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                    |
|------------------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /                      | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single siting or a day or two) for a range of discipline specific tasks, nurroses, and audiences |

CONTENT STANDARD /

PROFICIENCY

LEVEL

**CA.CC.SL Speaking and Listening Standards** 

remarks of others.

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

## CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5. DOMAIN / PART

E STANDARD / MODE

**EXPECTATION** 

/ SUBSTRAND

L.5.2.

spelling when writing.

| DOMAIN / FART                          |                 |                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Comprehension and Collaboration                                                                                                                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | SL.5.2.         | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                                                                                                          |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                | SL.5.4.         | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | SL.5.4.a.       | Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                                                                                                          |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                       |
| EXPECTATION /<br>SUBSTRAND             | SL.5.6.         | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Conventions of Standard English                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                | L.5.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.d.        | Recognize and correct inappropriate shifts in verb tense.                                                                                                                                                                                                                                                 |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /             |                 | Conventions of Standard English                                                                                                                                                                                                                                                                           |

Demonstrate command of the conventions of standard English capitalization, punctuation, and

FOUNDATION / L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.
PROFICIENCY
LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Knowledge of Language                                                                                       |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.b. | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |          | Vocabulary Acquisition and Use                                                                                                                                         |
|-------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND             | L.5.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION /<br>PROFICIENCY         | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                   |

CONTENT CA.CC.L. Language Standards STANDARD / 5.

LEVEL

**DOMAIN / PART** 

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|-------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

### UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E ST ANDARD /<br>MODE |  | Key Ideas and Details |
|-------------------------------------|--|-----------------------|
|-------------------------------------|--|-----------------------|

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. SUBSTRAND A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. **SUBSTRAND** Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

**SUBSTRAND** 

Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.W.

PERFORMANC **Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details SUBSTRAND Aand well-structured event sequences. Literacy.C CRA.W.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.W.

PERFORMANC **Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, SUBSTRAND Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** A-Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND A-

CCSS.EL College and Career Readiness Anchor Standards for Writing

CONTENT STANDARD /

A-DOMAIN / PART Literacy. CCRA.W.

Literacy.C CRA.W.6

**PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE

**SUBSTRAND** A-

EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.

Literacy.C CRA.W.9

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

**PERFORMANC** Range of Writing E STANDARD / MODE

EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / DOMAIN / PART Literacy. CCRA.SL PERFORMANC Comprehension and Collaboration E STANDARD / MODE CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building EXPECTATION / SUBSTRAND Aon others' ideas and expressing their own clearly and persuasively. Literacy.C CRA.SL.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / Α-**DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** A-Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices SUBSTRAND Afor meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use

EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

E STANDARD / MODE

SUBSTRAND

A-Literacy.C CRA.L.4

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for **SUBSTRAND** reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT CA.CC.R Reading Standards for Literature STANDARD / **DOMAIN / PART PERFORMANC** Key Ideas and Details E STANDARD / MODE EXPECTATION / RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **SUBSTRAND** CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.5. **DOMAIN / PART PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, SUBSTRAND drama, or poem. EXPECTATION / RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. SUBSTRAND CONTENT CA.CC.R Reading Standards for Literature STANDARD / **DOMAIN / PART PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the **SUBSTRAND** grades 4-5 text complexity band independently and proficiently. CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / **DOMAIN / PART PERFORMANC** Fluency E STANDARD / MODE **EXPECTATION** RF.5.4. Read with sufficient accuracy and fluency to support comprehension. / SUBSTRAND FOUNDATION / RF.5.4.a. Read on-level text with purpose and understanding. **PROFICIENCY** 

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

LEVEL

LEVEL

FOUNDATION /

**PROFICIENCY** 

**DOMAIN / PART** 

CONTENT CA.CC.W. Writing Standards STANDARD / 5.

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                        |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.3.   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.e. | Provide a conclusion that follows from the narrated experiences or events.                                                                     |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

### CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE  |          | Research to Build and Present Knowledge                                                                                                                                                                                  |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.9.a. | Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |

### CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | Range of Writing |
|------------------------------------|------------------|
|------------------------------------|------------------|

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

FOUNDATION / **PROFICIENCY LEVEL** 

L.5.2.e.

Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / 5. **DOMAIN / PART** 

CA.CC.L. Language Standards

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Knowledge of Language                                                                                       |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                     |
| FOUNDATION /<br>PROFICIENCY          | L.5.3.b. | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems |

CONTENT CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Vocabulary Acquisition and Use                                                                                                                                                                                                                                     |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.                                                                                             |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                                                                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.4.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 and to identify alternate word choices in all content areas. CA |

CONTENT CA.CC.L. Language Standards

STANDARD / DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / L.5.6.<br>SUBSTRAND   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Key Ideas and Details                                                                                                                                                                          |
|----------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                              |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Reading                                                                                                                                      |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Craft and Structure                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text.                                                                                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Reading                                                                                                                                      |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Integration of Knowledge and Ideas                                                                                                                                                             |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Reading                                                                                                                                      |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Range of Reading and Level of Text Complexity                                                                                                                                                  |

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details **SUBSTRAND** Aand well-structured event sequences. Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **SUBSTRAND** Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** A-Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. **SUBSTRAND** A-Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Range of Writing                                                                                                                                                                                                        |
|----------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1  | 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 tasks, purposes, and audiences.                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                              |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Conventions of Standard English                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Knowledge of Language                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for **SUBSTRAND** reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT CA.CC.R Reading Standards for Literature STANDARD / **DOMAIN / PART PERFORMANC** Key Ideas and Details E STANDARD / MODE EXPECTATION / RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **SUBSTRAND** CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.5. **DOMAIN / PART PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, SUBSTRAND drama, or poem. EXPECTATION / RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. SUBSTRAND CONTENT CA.CC.R Reading Standards for Literature STANDARD / **DOMAIN / PART PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the **SUBSTRAND** grades 4-5 text complexity band independently and proficiently. CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / **DOMAIN / PART PERFORMANC** Fluency E STANDARD / MODE **EXPECTATION** RF.5.4. Read with sufficient accuracy and fluency to support comprehension. / SUBSTRAND FOUNDATION / RF.5.4.a. Read on-level text with purpose and understanding. **PROFICIENCY** 

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

LEVEL

LEVEL

FOUNDATION /

**PROFICIENCY** 

**DOMAIN / PART** 

CONTENT CA.CC.W. Writing Standards STANDARD / 5.

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                        |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.3.   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.e. | Provide a conclusion that follows from the narrated experiences or events.                                                                     |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE  |          | Research to Build and Present Knowledge                                                                                                                                                                                  |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.9.a. | Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | Range of Writing |
|------------------------------------|------------------|
|------------------------------------|------------------|

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

FOUNDATION / L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. PROFICIENCY LEVEL

CA.CC.L. Language Standards

STANDARD / 5. DOMAIN / PART

CONTENT

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Knowledge of Language                                                                                       |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                     |
| FOUNDATION /                         | L.5.3.b. | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems |

CONTENT CA.CC.L. Language Standards

ST ANDARD / DOMAIN / PART

PROFICIENCY LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE |          | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION /                       | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                   |

PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE | Key Ideas and Details |
|------------------------------------|-----------------------|
|------------------------------------|-----------------------|

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. SUBSTRAND Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative SUBSTRAND Ameanings, and analyze how specific word choices shape meaning or tone. Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

Literacy.C

A-

CRA.W.2

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

through the effective selection, organization, and analysis of content.

CCRA.W.

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |

**Production and Distribution of Writing** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

**SUBSTRAND** 

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Literacy.C

CRA.W.5

**SUBSTRAND** 

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Literacy.C CRA.W.6

CONTENT STANDARD /

A-

CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism. Literacy.C

CRA.W.8

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** CCRA.W.

**PERFORMANC** E STANDARD / MODE

Range of Writing

**SUBSTRAND** 

EXPECTATION / CCSS.EL 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 tasks, purposes, and audiences.

> Literacy.C CRA.W.1

A-

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Comprehension and Collaboration                                                                                                                                                                          |
|----------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                 |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Presentation of Knowledge and Ideas                                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.                                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Language                                                                                                                                               |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Conventions of Standard English                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Language                                                                                                                                               |
| PERFORMANC<br>E ST ANDARD /            |                                         | Knowledge of Language                                                                                                                                                                                    |

| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                         |
|----------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RI.5.2.                                | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                                                                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | RI.5.4.                                | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA                                                                                                                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | RI.5.8.                                | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                                                                                                                                  |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                           |
|                                        |                                        |                                                                                                                                                                                                                                                                                                                                         |

EXPECTATION / RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Fluency                                                                                            |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension.                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                     |
|------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                   |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) |

EXPECTATION / W.5.6. **SUBSTRAND** 

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 to type a minimum of two pages in a single sitting.

CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART** 

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |
|              |

Research to Build and Present Knowledge

EXPECTATION / W.5.8. **SUBSTRAND** 

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.

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.W. Writing Standards

**PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE

**EXPECTATION** W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. / SUBSTRAND

FOUNDATION / **PROFICIENCY LEVEL** 

W.5.9.h

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

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.W. Writing Standards

**PERFORMANC** E STANDARD / MODE

Range of Writing

EXPECTATION / W.5.10. **SUBSTRAND** 

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.

CONTENT STANDARD / .5. **DOMAIN / PART** 

CA.CC.SL Speaking and Listening Standards

**PERFORMANC** E STANDARD / MODE

**EXPECTATION** 

/ SUBSTRAND

Comprehension and Collaboration

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.

FOUNDATION / **PROFICIENCY** LEVEL

SL.5.1.a.

SL.5.1.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

FOUNDATION / **PROFICIENCY** LEVEL

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

FOUNDATION / **PROFICIENCY LEVEL** 

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5.

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

### **CA.CC.SL Speaking and Listening Standards** CONTENT

STANDARD / **DOMAIN / PART** 

**DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                       |
|--------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | SL.5.4.   | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.5.4.a. | Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA |

### CONTENT **CA.CC.SL Speaking and Listening Standards**

DOMAIN / PART

**DOMAIN / PART** 

**PERFORMANC** Presentation of Knowledge and Ideas E STANDARD / MODE

EXPECTATION / SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See SUBSTRAND grade 5 Language standards 1 and 3 for specific expectations.)

### CONTENT CA.CC.L. Language Standards STANDARD / 5. **DOMAIN / PART**

| PERFORMANC<br>E STANDARD /<br>MODE | Conventions of Standard English                                                                        |  |
|------------------------------------|--------------------------------------------------------------------------------------------------------|--|
| EXPECTATION L.5                    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |

FOUNDATION / L.5.1.d. Recognize and correct inappropriate shifts in verb tense. **PROFICIENCY LEVEL** 

### CONTENT CA.CC.L. Language Standards STANDARD /

| PERFORMANC<br>E STANDARD /<br>MODE | Conventions of Standard English                                                                                    |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.5.2.e.

Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.L. Language Standards

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Knowledge of Language                                                                        |
|-------------------------------------|--------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND             | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

FOUNDATION / **PROFICIENCY** 

I FVFI

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT CA.CC.L. Language Standards STANDARD /

L.5.3.a.

**DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

FOUNDATION / **PROFICIENCY LEVEL** 

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

CONTENT CA.CC.L. Language Standards STANDARD /

L.5.4.a.

PERFORMANC E STANDARD / MODE

**DOMAIN / PART** 

Vocabulary Acquisition and Use

EXPECTATION / L.5.6. SUBSTRAND

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

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

California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R.

**Key Ideas and Details** 

**PERFORMANC** E STANDARD / MODE

SUBSTRAND

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

> Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND Asection, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C

CRA.W.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Production and Distribution of Writing                                                                                               |
|------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                  |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Research to Build and Present Knowledge                                                                                                                                           |
|------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

| PERFORMANC<br>E ST ANDARD /<br>MODE |                                        | Range of Writing                                                                                                                                                                                  |
|-------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / A-DOMAIN / PART Literacy.

ART Literacy. CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE          |                                        | Conventions of Standard English                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                  | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART      | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E ST ANDARD /<br>MODE         |                                        | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                  | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART      | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE          |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                  | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                  | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART      | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /                  |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| MODE                                        |                                        |                                                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                  | RI.5.2.                                | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                                                                                                                                       |
| EXPECTATION /                               |                                        | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  Reading Standards for Informational Text                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND  CONTENT STANDARD / | CA.CC.RI                               |                                                                                                                                                                                                                                                                                                                                         |

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Integration of Knowledge and Ideas                                                                                                                     |
|-------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
|------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Fluency                                                                                            |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension.                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY          | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

### CA.CC.W. Writing Standards CONTENT STANDARD / **DOMAIN / PART**

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|-------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND          | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND          | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

CA.CC.W. Writing Standards CONTENT STANDARD / 5.

**DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CONTENT CA.CC.W. Writing Standards STANDARD /

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                           |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

PROFICIENCY LEVEL

**DOMAIN / PART** 

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

CA.CC.W. Writing Standards CONTENT STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                     |
|-------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /                       | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences |

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5. **DOMAIN / PART** 

| MODE | PERFORMANC<br>E STANDARD / |  |
|------|----------------------------|--|
|------|----------------------------|--|

EXPECTATION / SL.5.2. **SUBSTRAND** 

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

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.L. Language Standards

| PERFORMANC   | Conventions of Standard English |
|--------------|---------------------------------|
| E STANDARD / |                                 |
| MODE         |                                 |

**EXPECTATION** L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or / SUBSTRAND speaking.

FOUNDATION / **PROFICIENCY** 

LEVEL

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

| PERFORMANC<br>E STANDARD /<br>MODE | Conventions of Standard English                                                                                    |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

FOUNDATION / **PROFICIENCY LEVEL** 

L.5.2.e.

Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.L. Language Standards

**PERFORMANC** E STANDARD /

Knowledge of Language

MODE **EXPECTATION** 

/ SUBSTRAND

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.5.3.a.

L.5.3.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD /

CA.CC.L. Language Standards

**DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

FOUNDATION / **PROFICIENCY** 

L.5.4.a.

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

**LEVEL** 

CONTENT

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

# California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy.

CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Key Ideas and Details                                                                                                      |
|------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Craft and Structure                                                                                                                                                                            |
|------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

DOMAIN / PART Literacy. CCRA.R.

CRA.R.7

| PERFORMANC<br>E ST ANDARD /<br>MODE | Integration of Knowledge and Ideas                                                                                                 |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| SUBSTRAND                           | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Range of Reading and Level of Text Complexity

SUBSTRAND

EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.

Literacy.C CRA.R.10

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

A-DOMAIN / PART Literacy.

CCRA.W.

PERFORMANC E STANDARD / MODE

**Text Types and Purposes** 

SUBSTRAND

Literacy.C

CRA.W.2

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / **DOMAIN / PART Literacy.** 

A-

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

**SUBSTRAND** A-

Literacy.C

CRA.W.4

purpose, and audience.

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

A-

Literacy.C

CRA.W.5

SUBSTRAND

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

A-Literacy.C CRA.W.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

A-

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION / **SUBSTRAND** 

A-

CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

Literacy.C CRA.W.8

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Range of Writing                                                                                                                                                                                  |
|------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Comprehension and Collaboration                                                                                                                                                            |
|------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Presentation of Knowledge and Ideas                                                                                                                                                                      |
|------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.                                                                    |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L.

CRA.L.1

| PERFORMANC<br>E STANDARD /<br>MODE |                             | Conventions of Standard English                                                                        |
|------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** Afor meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** Aanalyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / **DOMAIN / PART** PERFORMANC **Key Ideas and Details** E STANDARD / MODE EXPECTATION / RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **SUBSTRAND** CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / DOMAIN / PART **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 SUBSTRAND topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Integration of Knowledge and Ideas                                                                                                                                                                                      |
|----------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | RI.5.8.         | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                  |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5. | Reading Standards for Informational Text                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | RI.5.10.        | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RF<br>.5. | Reading Standards: Foundational Skills                                                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Fluency                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                | RF.5.4.         | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.a.       | Read on-level text with purpose and understanding.                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.c.       | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.  | Writing Standards                                                                                                                                                                                                       |

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE    |                | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|----------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | W.5.4.         | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND             | W.5.5.         | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND             | W.5.6.         | 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 to type a minimum of two pages in a single sitting. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5. | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANC<br>E STANDARD /             |                | Research to Build and Present Knowledge                                                                                                                                                                                                                                         |

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                           |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

PROFICIENCY LEVEL

**DOMAIN / PART** 

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

CONTENT CA.CC.W. Writing Standards STANDARD / DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD /

| PERFORMANC<br>E STANDARD /<br>MODE | Comprehension and Collaboration                                                                                                                                                                                    |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | 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. |

| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
|--------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                                                        |

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|-------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Presentation of Knowledge and Ideas                                                                                                                                                                                                                                                                       |
|--------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | SL.5.4.   | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.5.4.a. | Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA |

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Presentation of Knowledge and Ideas                                                                                                                                               |
|------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | SL.5.6. | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE |        | Conventions of Standard English                                                                        |
|------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Conventions of Standard English                                                                                    |
|------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| FOUNDATION / PROFICIENCY           | L.5.2.e. | Spell grade-appropriate words correctly, consulting references as needed.                                          |

CONTENT CA.CC.L. Language Standards

STANDARD / DOMAIN / PART

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE |        | Knowledge of Language                                                                        |
|------------------------------------|--------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

FOUNDATION / L.5.3.a.
PROFICIENCY
LEVEL

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | 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. |

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

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

L.5.4.a.

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

## UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E ST ANDARD /        |                                         | Key Ideas and Details                                                                                                                                                                       |
|------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| DOMAIN / PART                      | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| DOMAIN / PART                      | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| DOMAIN / PART                      | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| DOMAIN / PART                      | A-                                      | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Text Types and Purposes                                                                                                                                                                     |

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, SUBSTRAND

A-

purpose, and audience.

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

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Literacy.C

CRA.W.5

**SUBSTRAND** 

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Literacy.C

CRA.W.6

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Range of Writing

EXPECTATION / **SUBSTRAND** 

A-

CCSS.EL 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 tasks, purposes, and audiences.

Literacy.C CRA.W.1

0

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

**DOMAIN / PART Literacy.** CCRA.L.

**PERFORMANC** E STANDARD / MODE

**Conventions of Standard English** 

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUBSTRAND

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Literacy.C

CRA.L.2

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Language

CCRA.L.

| PERFORMANC<br>E ST ANDARD /<br>MODE                         |                                        | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                                  | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                      | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE                          |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                                  | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                                  | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                      | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE                         |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                                  | RI.5.2.                                | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                                                                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                      | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE                          |                                        | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
|                                                             |                                        |                                                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                                  | RI.5.4.                                | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA                                                                                                                             |
|                                                             |                                        |                                                                                                                                                                                                                                                                                                                                         |
| SUBSTRAND  CONTENT STANDARD /                               | CA.CC.RI                               | topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA                                                                                                                                                                                                                                             |
| CONTENT ST ANDARD / DOMAIN / PART  PERFORMANC E ST ANDARD / | CA.CC.RI                               | topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA  Reading Standards for Informational Text                                                                                                                                                                                                   |

| PERFORMANC<br>E ST ANDARD /<br>MODE |          | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
|-------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

CONTENT STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Fluency                                                             |
|--------------------------------------|-----------|---------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                  |

PROFICIENCY LEVEL

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

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

CONTENT CA.CC. STANDARD / 5.
DOMAIN / PART

CA.CC.W. Writing Standards

| PERFORMANC<br>E STANDARD /<br>MODE | Production and Distribution of Writing                                                                                                                                                                                                                   |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / V<br>SUBSTRAND       | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA |

| EXPECTATION /<br>SUBSTRAND             | W.5.5.          | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
|----------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | W.5.6.          | 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 to type a minimum of two pages in a single sitting. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.  | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Research to Build and Present Knowledge                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                | W.5.9.          | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.9.b.        | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.  | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Range of Writing                                                                                                                                                                                                                                                                |
| EXPECTATION /<br>SUBSTRAND             | W.5.10.         | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                           |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Comprehension and Collaboration                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | SL.5.2.         | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                      |
| CONTENT                                | CA.CC.L.        | Language Standards                                                                                                                                                                                                                                                              |

# CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Conventions of Standard English                                                                        |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.1.c. | Use verb tense to convey various times, sequences, states, and conditions.                             |
|                                      |          |                                                                                                        |

PROFICIENCY LEVEL

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

CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Conventions of Standard English                                                                                    |
|------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| FOUNDATION /                       | L.5.2.e. | Spell grade-appropriate words correctly, consulting references as needed.                                          |

**PROFICIENCY** LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Knowledge of Language                                                                        |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.      |

CONTENT CA.CC.L. Language Standards STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E ST ANDARD /<br>MODE |          | Vocabulary Acquisition and Use                                                                                                                                         |
|-------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND             | L.5.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION /                        | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                   |

PROFICIENCY LEVEL

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

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R.

| PERFORMANC<br>E ST ANDARD /        |                                         | Key Ideas and Details                                                                                                                                                                       |
|------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| DOMAIN / PART                      | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| DOMAIN / PART                      | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| DOMAIN / PART                      | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| DOMAIN / PART                      | A-                                      | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE |                                         | Text Types and Purposes                                                                                                                                                                     |

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

**PERFORMANC** E STANDARD / MODE

**Production and Distribution of Writing** 

purpose, and audience.

SUBSTRAND

A-

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

Literacy.C

CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

A-

Literacy.C CRA.W.5

**SUBSTRAND** 

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Literacy.C CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Range of Writing

EXPECTATION / **SUBSTRAND** 

A-

CCSS.EL 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 tasks, purposes, and audiences.

Literacy.C CRA.W.1

0

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Language

**DOMAIN / PART Literacy.** CCRA.L.

**PERFORMANC** E STANDARD / MODE

**Conventions of Standard English** 

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUBSTRAND

A-

Literacy.C

CRA.L.2

CONTENT STANDARD / **DOMAIN / PART Literacy.** 

CCSS.EL College and Career Readiness Anchor Standards for Language

CCRA.L.

| PERFORMANC<br>E ST ANDARD /<br>MODE                       |                                        | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                                | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                    | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE                        |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                                | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                                | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                    | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E ST ANDARD /<br>MODE                       |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                                | RI.5.2.                                | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                                                                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                    | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE                        |                                        | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
|                                                           |                                        |                                                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                                | RI.5.4.                                | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA                                                                                                                             |
|                                                           |                                        |                                                                                                                                                                                                                                                                                                                                         |
| SUBSTRAND  CONTENT STANDARD /                             | CA.CC.RI                               | topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA                                                                                                                                                                                                                                             |
| CONTENT STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / | CA.CC.RI                               | topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA  Reading Standards for Informational Text                                                                                                                                                                                                   |

| PERFORMANC<br>E STANDARD /<br>MODE |          | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
|------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
| CONTENT                            | CA.CC.R  | F Reading Standards: Foundational Skills                                                                                                                                                                                |

CONTENT CA.CC.RF Reading Standards: Foundational Skill STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Fluency                                                                                            |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension.                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                                                 |
| FOUNDATION /<br>PROFICIENCY          | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT CA.CC.W. Writing Standards

LEVEL

ST ANDARD / DOMAIN / PART

PROFICIENCY LEVEL

**PERFORMANC Text Types and Purposes** E STANDARD / MODE **EXPECTATION** W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. / SUBSTRAND FOUNDATION / W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include **PROFICIENCY** formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **LEVEL** FOUNDATION / W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the **PROFICIENCY** topic. **LEVEL** FOUNDATION / W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                   |
|------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA |

| EXPECTATION /<br>SUBSTRAND              | W.5.5.          | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
|-----------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND              | W.5.6.          | 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 to type a minimum of two pages in a single sitting. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART  | CA.CC.W.<br>5.  | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANC<br>E ST ANDARD /<br>MODE     |                 | Research to Build and Present Knowledge                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | W.5.9.          | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL    | W.5.9.b.        | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").                                                         |
| CONTENT<br>ST ANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.  | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANC<br>E STANDARD /<br>MODE      |                 | Range of Writing                                                                                                                                                                                                                                                                |
| EXPECTATION /<br>SUBSTRAND              | W.5.10.         | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                           |
| CONTENT<br>STANDARD /<br>DOMAIN / PART  | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE      |                 | Comprehension and Collaboration                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND              | SL.5.2.         | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART  | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                                                                              |
| PERFORMANC                              |                 | Conventions of Standard English                                                                                                                                                                                                                                                 |

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Conventions of Standard English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.1.c. | Use verb tense to convey various times, sequences, states, and conditions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 501 N 5 4 T 6 1 1                    | 1541     | December 1 and 1 a |

FOUNDATION / PROFICIENCY LEVEL

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

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Conventions of Standard English                                                                                    |
|------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| FOUNDATION / PROFICIENCY           | L.5.2.e. | Spell grade-appropriate words correctly, consulting references as needed.                                          |

CONTENT CA.CC.L. Language Standards

STANDARD / 5
DOMAIN / PART

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE |        | Knowledge of Language                                                                        |
|------------------------------------|--------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

PROFICIENCY LEVEL

FOUNDATION / L.5.3.a.

 $\label{thm:expand} \textbf{Expand}, \textbf{combine}, \textbf{and reduce sentences for meaning}, \textbf{reader/listener interest}, \textbf{and style}.$ 

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | 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. |
|                                    |                                                                                                                                                                        |

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

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

L.5.4.a.

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Key Ideas and Details                                                                                                                                                                       |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Text Types and Purposes                                                                                                                                                                     |

EXPECTATION / CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details SUBSTRAND and well-structured event sequences. A-Literacy.C CRA.W.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, SUBSTRAND Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SUBSTRAND A-Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5.                        | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | RL.5.10.                               | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.                                                                                                                                                   |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RF                               | Reading Standards: Foundational Skills                                                                                                                                                                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Fluency                                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                | RF.5.4.                                | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.a.                              | Read on-level text with purpose and understanding.                                                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.c.                              | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                                                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.                         | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |

| EXPECTATION / SUBSTRAND                | W.5.3.         | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
|----------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.3.a.       | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.3.d.       | Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                 |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5. | Writing Standards                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                | Production and Distribution of Writing                                                                                                         |

| E STANDARD /<br>MODE       |        |                                                                                                                                                                                                                                                                                 |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

## CONTENT CA.CC.W. Writing Standards ST ANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Research to Build and Present Knowledge                                                                                                                                                                                  |
|------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                        |
| FOUNDATION /<br>PROFICIENCY        | W.5.9.a. | Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE | Comprehension and Collaboration |
|-------------------------------------|---------------------------------|
|-------------------------------------|---------------------------------|

EXPECTATION / SL.5.2. SUBSTRAND

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

CONTENT STANDARD / **DOMAIN / PART**  CA.CC.L. Language Standards

| ERFORMANC  | Conventions of Standard English |
|------------|---------------------------------|
| STANDARD / |                                 |

speaking.

Е MODE **EXPECT ATION** 

Р

Demonstrate command of the conventions of standard English grammar and usage when writing or

FOUNDATION /

**PROFICIENCY LEVEL** 

/ SUBSTRAND

L.5.1.a.

L.5.1.

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular

FOUNDATION / **PROFICIENCY** 

LEVEL

**LEVEL** 

L.5.1.c.

Use verb tense to convey various times, sequences, states, and conditions.

FOUNDATION / **PROFICIENCY** 

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD /

CA.CC.L. Language Standards

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Conventions of Standard English                                                                                    |
|------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

FOUNDATION / **PROFICIENCY** 

L.5.2.e.

Spell grade-appropriate words correctly, consulting references as needed.

**LEVEL** 

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

CONTENT 5.

| PERFORMANC    | Knowledge of Language |
|---------------|-----------------------|
| E ST ANDARD / |                       |
| MODE          |                       |

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

FOUNDATION / **PROFICIENCY** 

1.5.3.a.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**LEVEL** 

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

CONTENT

| PERFORMANC<br>E STANDARD /<br>MODE |          | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY           | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                   |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |                | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / L<br>SUBSTRAND       | <u>.</u> .5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

## California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

CCRA.Ŕ.

Literacy.C CRA.R.4

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Key Ideas and Details                                                                                                      |
|------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.

PERFORMANC
E ST AND ARD /
MODE

Craft and Structure

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

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a **SUBSTRAND** section, chapter, scene, or stanza) relate to each other and the whole. A-Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately **SUBSTRAND** through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Production and Distribution of Writing** E STANDARD / MODE

| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
|----------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                                                                               |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                                             |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Range of Writing                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Conventions of Standard English                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C            | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                |

CRA.L.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Knowledge of Language                                                                                                                                                                           |
|------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD /

DOMAIN / PART Literacy. CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND         | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.5.

DOMAIN / PART

PERFORMANC **Key Ideas and Details** E STANDARD / MODE

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / RL.5.1. SUBSTRAND

CA.CC.RI Reading Standards for Informational Text CONTENT STANDARD / .5. **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |         | Key Ideas and Details                                                                                                 |
|------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| EXPECTATION / SUBSTRAND            | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.     |

CA.CC.RI Reading Standards for Informational Text CONTENT STANDARD /

**DOMAIN / PART** 

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Craft and Structure                                                                                                                                                                                         |
|-------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA |
| EXPECTATION /<br>SUBSTRAND          | RI.5.5. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                  |
| EXPECTATION /<br>SUBSTRAND          | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                    |

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Integration of Knowledge and Ideas                                                                                                                     |
|-------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| EXPECTATION /<br>SUBSTRAND          | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                 |

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
|------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

## CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE  |           | Fluency                                                                                            |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension.                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                                                 |
| FOUNDATION /                         | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT CA.CC.W. Writing Standards

5.

STANDARD / DOMAIN / PART

PROFICIENCY LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

## CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|-------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic                                                                          |
| EXPECTATION /<br>SUBSTRAND          | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | · · · · · · · · · · · · · · · · · · · |  |
|------------------------------------|---------------------------------------|--|
|------------------------------------|---------------------------------------|--|

| EXPECT ATION / SUBSTRAND               | W.5.9.          | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
|----------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.9.b.        | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.        | Writing Standards                                                                                                                                                                                                       |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Range of Writing                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND             | W.5.10.         | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | SL.5.2.         | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                              |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                      |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Conventions of Standard English                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                | L.5.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.a.        | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.d.        | Recognize and correct inappropriate shifts in verb tense.                                                                                                                                                               |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                      |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Conventions of Standard English                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                | L.5.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.2.e.        | Spell grade-appropriate words correctly, consulting references as needed.                                                                                                                                               |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Knowledge of Language                                                                        |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.      |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |          | Vocabulary Acquisition and Use                                                                                                                                         |
|-------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND             | L.5.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION /<br>PROFICIENCY         | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                   |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

## California Content Standards Language Arts Grade 5 - Adopted: 2013

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CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy.
CCRA.R.

CRA.R.2

| PERFORMANC<br>E STANDARD /<br>MODE |                             | Key Ideas and Details                                                                                                      |
|------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacv.C | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND Asection, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Literacy.C

CRA.W.2

A-

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |

**Production and Distribution of Writing** 

SUBSTRAND

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

Literacy.C CRA.W.5

**SUBSTRAND** 

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Literacy.C CRA.W.6

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Writing

A-**DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD / MODE

Research to Build and Present Knowledge

**SUBSTRAND** 

EXPECTATION / CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating

Aunderstanding of the subject under investigation.

Literacy.C CRA.W.7

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

Literacy.C CRA.W.8

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.W.

**PERFORMANC** E STANDARD /

MODE

Range of Writing

EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SUBSTRAND Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC Knowledge of Language** E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** Afor meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** Aanalyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.5. **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE | Key Ideas and Details |
|------------------------------------|-----------------------|
|                                    |                       |

EXPECTATION / RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. SUBSTRAND

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Key Ideas and Details                                                                                                 |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| EXPECTATION /<br>SUBSTRAND          | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.     |

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Craft and Structure                                                                                                                                                                                         |
|------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA |
| EXPECTATION /<br>SUBSTRAND         | RI.5.5. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                  |
| EXPECTATION /<br>SUBSTRAND         | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                    |

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Integration of Knowledge and Ideas                                                                                                                     |
|-------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| EXPECTATION /<br>SUBSTRAND          | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                 |

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
|------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Fluency                                                                                            |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension.                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT CA. STANDARD / 5.
DOMAIN / PART

FOUNDATION / W.5.2.b.

PROFICIENCY

LEVEL

LEVEL

CA.CC.W. Writing Standards

topic.

| PERFORMANC<br>E ST ANDARD /<br>MODE  |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

FOUNDATION / W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE    |                | Research to Build and Present Knowledge                                                                                                                                                                    |
|----------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | W.5.7.         | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic                                                                          |
| EXPECTATION /<br>SUBSTRAND             | W.5.8.         | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5. | Writing Standards                                                                                                                                                                                          |
| PERFORMANC<br>E STANDARD /             |                | Research to Build and Present Knowledge                                                                                                                                                                    |

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                           |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

PROFICIENCY LEVEL

LEVEL

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

CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / V                    | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

#### CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART**

| PERFORMANC<br>E ST ANDARD /<br>MODE |          | Conventions of Standard English                                                                                              |
|-------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND             | L.5.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                       |
| FOUNDATION /<br>PROFICIENCY         | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |

FOUNDATION / L.5.1.d. Recognize and correct inappropriate shifts in verb tense. **PROFICIENCY LEVEL** CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Conventions of Standard English E STANDARD / MODE **EXPECTATION** L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. **PROFICIENCY** I FVFI CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECT ATION** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. / SUBSTRAND FOUNDATION / L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **PROFICIENCY** LEVEL CONTENT CA.CC.L. Language Standards STANDARD / 5. **DOMAIN / PART** PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION** L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 5 reading and content, choosing flexibly from a range of strategies. FOUNDATION / L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **PROFICIENCY** LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 5.

**DOMAIN / PART** 

PERFORMANC E ST ANDARD / MODE

EXPECTATION / SUBSTRAND

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

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

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Key Ideas and Details

SUBSTRAND

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Literacy.C

CRA.R.2

SUBSTRAND A-

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Craft and Structure

SUBSTRAND

A-

EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

Literacy.C CRA.R.4

EXPECTATION / SUBSTRAND

A-

CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

Literacy.C CRA.R.5

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

A-**DOMAIN / PART Literacy.** CCRA.R.

**PERFORMANC** E STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND

SUBSTRAND

A-

CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

as in words

Literacy.C CRA.R.7

**EXPECTATION /** 

CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

Aapproaches the authors take

Literacy.C

CRA.R.9

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Reading

**DOMAIN / PART Literacy.** 

CCRA.R.

| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                         | Range of Reading and Level of Text Complexity                                                                                                                                          |
|----------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | <b>A</b> -                              | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Research to Build and Present Knowledge                                                                                                                                                |
| EXPECTATION /                          | CCSS.EL                                 | Conduct short as well as more sustained research projects based on focused questions, demonstrating                                                                                    |

SUBSTRAND A- understanding of the subject under investigation.

Literacy.C CRA.W.7

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each SUBSTRAND source, and integrate the information while avoiding plagiarism. A-Literacy.C CRA.W.8 EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. SUBSTRAND Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** Asingle sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 0 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SUBSTRAND Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / **DOMAIN / PART Literacy.** CCRA.L. **PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. A-Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE

| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
|----------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5.                        | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RL.5.1.                                | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text                                                                                                                                                                                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RI.5.1.                                | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                | RI.5.2.                                | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                                                                                                                                       |

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Key Ideas and Details                                                                                                 |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| EXPECTATION /<br>SUBSTRAND          | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.     |

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Craft and Structure                                                                                                                                                                                         |
|------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA |
| EXPECTATION /<br>SUBSTRAND         | RI.5.5. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                  |
| EXPECTATION /<br>SUBSTRAND         | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                    |

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE | Integration of Knowledge and Ideas |
|-------------------------------------|------------------------------------|

| EXPECTATION /<br>SUBSTRAND | RI.5.7. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).             |
| EXPECTATION /<br>SUBSTRAND | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                             |

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
|------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |           | Fluency                                                                                            |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension.                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding.                                                 |
| FOUNDATION /<br>PROFICIENCY          | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

LEVEL

LEVEL

| DOMAIN / PART                        |          |                                                                                                                                                                                                                      |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY          | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

#### CONTENT CA.CC.W. Writing Standards STANDARD / 5. **DOMAIN / PART**

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

CONTENT CA.CC.W. Writing Standards

STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic                                                                          |
| EXPECTATION /<br>SUBSTRAND         | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CONTENT CA.CC.W. Writing Standards

STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                           |
|-------------------------------------|--------|---------------------------------------------------------------------------------------------------|
| EXPECTATION // SUBSTRAND            | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

FOUNDATION / **PROFICIENCY LEVEL** 

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

CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART** 

|  | PERFORMANC<br>E ST ANDARD /<br>MODE |  | Range of Writing |
|--|-------------------------------------|--|------------------|
|--|-------------------------------------|--|------------------|

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

CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / **DOMAIN / PART** 

| PERFORMANC E ST ANDARD / MODE  EXPECTATION / SL.5 SUBSTRAND | Comprehension and Collaboration  2. Summarize a written text read aloud or information presented in diverse media and formats, including visually,                       |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | Summarize a written text read aloud or information presented in diverse media and formats including visually                                                             |
|                                                             | quantitatively, and orally.                                                                                                                                              |
| CONTENT CA.C<br>STANDARD / 5.<br>DOMAIN / PART              | C.L. Language Standards                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE                          | Conventions of Standard English                                                                                                                                          |
| EXPECTATION L.5.                                            | . Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                 |
| FOUNDATION / L.5.1<br>PROFICIENCY<br>LEVEL                  | a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.                                          |
| FOUNDATION / L.5.1<br>PROFICIENCY<br>LEVEL                  | d. Recognize and correct inappropriate shifts in verb tense.                                                                                                             |
| CONTENT CA.C<br>STANDARD / 5.<br>DOMAIN / PART              | C.L. Language Standards                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE                          | Conventions of Standard English                                                                                                                                          |
| EXPECTATION L.5.                                            | . Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                     |
| FOUNDATION / L.5.2<br>PROFICIENCY<br>LEVEL                  | e. Spell grade-appropriate words correctly, consulting references as needed.                                                                                             |
| CONTENT CA.C<br>STANDARD / 5.<br>DOMAIN / PART              | C.L. Language Standards                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE                          | Knowledge of Language                                                                                                                                                    |
| EXPECTATION L.5.                                            | . Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                           |
| FOUNDATION / L.5.3<br>PROFICIENCY<br>LEVEL                  | a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                                                                               |
| CONTENT CA.C<br>STANDARD / 5.<br>DOMAIN / PART              | C.L. Language Standards                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE                          | Vocabulary Acquisition and Use                                                                                                                                           |
| EXPECTATION L.5.                                            | . 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. |

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.5.4.a.

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

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

**PERFORMANC** E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / L.5.6. **SUBSTRAND** 

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

#### UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

## California Content Standards Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

DOMAIN / PART Literacy. CCRA.W.

**PERFORMANC** E STANDARD /

**Text Types and Purposes** 

SUBSTRAND

MODE

A-

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

> Literacy.C CRA.W.2

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

CCRA.W.

| DEDEGRAMA    |
|--------------|
| PERFORMANC   |
| E STANDARD / |
| MODE         |
|              |

**Production and Distribution of Writing** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

A-Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** 

Literacy.C CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**SUBSTRAND** 

Literacy.C CRA.W.6

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy.

CCRA.W.

| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Research to Build and Present Knowledge                                                                                                                                                                              |
|----------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                                            |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Range of Writing                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences.                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                           |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Conventions of Standard English                                                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                   |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.                         | Writing Standards                                                                                                                                                                                                    |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Text Types and Purposes                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                | W.5.2.                                 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.2.b.                               | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.2.d.                               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |
|                                        | W.F. 2.5                               | Dravide a concluding statement as section related to the information as evaluation programs.                                                                                                                         |

FOUNDATION / W.5.2.e. Provide a concluding statement or section related to the information or explanation presented.

PROFICIENCY

LEVEL

## CA CC.W. Writing Standards

| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.       | Writing Standards                                                                                                                                                                                                                                                               |
|----------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E STANDARD /<br>MODE     |                | Production and Distribution of Writing                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | W.5.4.         | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND             | W.5.5.         | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND             | W.5.6.         | 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 to type a minimum of two pages in a single sitting. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5. | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANC<br>E STANDARD /<br>MODE     |                | Research to Build and Present Knowledge                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | W.5.8.         | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.                                                                      |

### CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|-------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

#### CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Conventions of Standard English                                                                        |
|------------------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.a.       | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
|----------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.d.       | Recognize and correct inappropriate shifts in verb tense.                                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5. | Language Standards                                                                                                           |
| PERFORMANC<br>E STANDARD /<br>MODE     |                | Conventions of Standard English                                                                                              |
| EXPECTATION / SUBSTRAND                | L.5.2.         | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.2.e.       | Spell grade-appropriate words correctly, consulting references as needed.                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5. | Language Standards                                                                                                           |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                | Knowledge of Language                                                                                                        |
| EXPECTATION / SUBSTRAND                | L.5.3.         | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.3.a.       | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                                      |
|                                        |                | UNIT 7: INVENTIVE WRITING Week 17 Page 147-152                                                                               |

## California Content Standards Language Arts

Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W. STANDARD /

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

| PERFORMANC<br>E ST ANDARD /<br>MODE | Production and Distribution of Writing |
|-------------------------------------|----------------------------------------|
|                                     |                                        |

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SUBSTRAND A-Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SUBSTRAND Literacy.C CRA.W.5 EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. SUBSTRAND Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each **SUBSTRAND** source, and integrate the information while avoiding plagiarism. Literacy.C CRA.W.8 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CCSS.EL College and Career Readiness Anchor Standards for Language CONTENT STANDARD / DOMAIN / PART Literacy. CCRA.L. **PERFORMANC** Conventions of Standard English E STANDARD / MODE EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.e. | Provide a concluding statement or section related to the information or explanation presented.                                                                                                                       |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|-------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND          | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND          | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | Range of Writing |  |
|------------------------------------|------------------|--|
|------------------------------------|------------------|--|

| EXPECTATION /<br>SUBSTRAND             | W.5.10.         | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|----------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                      |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Comprehension and Collaboration                                                                                                                                                                                       |
| EXPECTATION /<br>SUBSTRAND             | SL.5.2.         | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                            |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                    |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Conventions of Standard English                                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                | L.5.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.a.        | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.                                                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.d.        | Recognize and correct inappropriate shifts in verb tense.                                                                                                                                                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                    |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Conventions of Standard English                                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                | L.5.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.2.e.        | Spell grade-appropriate words correctly, consulting references as needed.                                                                                                                                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                    |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Knowledge of Language                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                | L.5.3.          | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.3.a.        | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                                                                                                                               |
|                                        |                 | UNIT 7: INVENTIVE WRITING Week 18 Page 153-158                                                                                                                                                                        |
|                                        |                 |                                                                                                                                                                                                                       |

### California Content Standards

### Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** CCRA.W.

| PERFORMANC<br>E ST ANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                |
|-------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD /

A-

DOMAIN / PART Literacy. CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Production and Distribution of Writing                                                                                               |
|------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                  |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Range of Writing                                                                                                                                                                                  |
|------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE |
|------------------------------------|
|------------------------------------|

| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD /

DOMAIN / PART Literacy. CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | A- | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

CONTENT STANDARD / 5.
DOMAIN / PART

CA.CC.W. Writing Standards

| PERFORMANC<br>E ST ANDARD /<br>MODE  |          | Text Types and Purposes                                                                                                                        |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.3.   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| FOUNDATION /                         | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                 |

PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.

EXPECTATION / SUBSTRAND

L.5.3.

| DOMAIN / PART                          | 5.              |                                                                                                                                                                                                                       |
|----------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Range of Writing                                                                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | W.5.10.         | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL<br>.5. | Speaking and Listening Standards                                                                                                                                                                                      |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Comprehension and Collaboration                                                                                                                                                                                       |
| EXPECTATION /<br>SUBSTRAND             | SL.5.2.         | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                            |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                    |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Conventions of Standard English                                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                | L.5.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.a.        | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.                                                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.d.        | Recognize and correct inappropriate shifts in verb tense.                                                                                                                                                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                    |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                 | Conventions of Standard English                                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                | L.5.2.          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.2.e.        | Spell grade-appropriate words correctly, consulting references as needed.                                                                                                                                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5.  | Language Standards                                                                                                                                                                                                    |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Knowledge of Language                                                                                                                                                                                                 |

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / **PROFICIENCY** 

L.5.3.a.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT

**LEVEL** 

CA.CC.L. Language Standards

STANDARD / **DOMAIN / PART** 

**PERFORMANC** E STANDARD / MODE

**Vocabulary Acquisition and Use** 

EXPECTATION / L.5.6. **SUBSTRAND** 

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

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

## California Content Standards Language Arts

Grade 5 - Adopted: 2013

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.R.

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |

**Key Ideas and Details** 

**SUBSTRAND** 

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

Aand ideas.

Literacy.C

CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**SUBSTRAND** 

Literacy.C

CRA.R.3

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

section, chapter, scene, or stanza) relate to each other and the whole.

DOMAIN / PART Literacy.

CCRA.R.

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |

Craft and Structure

**SUBSTRAND** 

SUBSTRAND

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

Literacy.C

CRA.R.4

EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

Literacy.C

CRA.R.5

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD /

DOMAIN / PART Literacy.

CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Integration of Knowledge and Ideas                                                                                                                                                     |
|----------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.9  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                                              |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Reading                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Range of Reading and Level of Text Complexity                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C             | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |

CRA.W.5

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **SUBSTRAND** Literacy.C CRA.W.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Research to Build and Present Knowledge E STANDARD / MODE EXPECTATION / CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating **SUBSTRAND** understanding of the subject under investigation. A-Literacy.C CRA.W.7 EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. SUBSTRAND A-Literacy.C CRA.W.8 EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research. **SUBSTRAND** Literacy.C CRA.W.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. Literacy.C CRA.W.1 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / **DOMAIN / PART Literacy.** CCRA.SL. **PERFORMANC** Comprehension and Collaboration E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and **SUBSTRAND** Aorally. Literacy.C CRA.SL.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

CCRA.L.

| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Conventions of Standard English                                                                                                                                                                                                                                                                                                         |
|----------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                                                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                        | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | A-                                     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5.                        | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RL.5.1.                                | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                                                                                                                                                   |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5.                        | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /             |                                        | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| MODE                                   |                                        |                                                                                                                                                                                                                                                                                                                                         |

EXPECTATION / RI.5.2. **SUBSTRAND** 

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / **DOMAIN / PART** 

### **CA.CC.RI Reading Standards for Informational Text**

| PERFORMANC<br>E STANDARD /<br>MODE |         | Craft and Structure                                                                                                                                                                                         |
|------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA |
| EXPECTATION /<br>SUBSTRAND         | RI.5.5. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                  |
| EXPECTATION /                      | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view                                                                                    |

#### CONTENT CA.CC.RI Reading Standards for Informational Text

they represent.

STANDARD / **DOMAIN / PART** 

SUBSTRAND

| PERFORMANC<br>E STANDARD /<br>MODE |         | Integration of Knowledge and Ideas                                                                                                                     |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| EXPECTATION /<br>SUBSTRAND         | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                 |

#### CONTENT CA.CC.RI Reading Standards for Informational Text

STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE | Range of Reading and Level of Text Complexity |
|------------------------------------|-----------------------------------------------|
|                                    |                                               |

By the end of the year, read and comprehend informational texts, including history/social studies, science, and EXPECTATION / RI.5.10. SUBSTRAND technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

#### CONTENT **CA.CC.RF Reading Standards: Foundational Skills** STANDARD /

| PERFORMANC<br>E STANDARD /<br>MODE |         | Fluency                                                             |
|------------------------------------|---------|---------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

**DOMAIN / PART** 

RF.5.4.a. Read on-level text with purpose and understanding.

FOUNDATION / **PROFICIENCY LEVEL** 

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

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.W. Writing Standards

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
|                                      |          |                                                                                                                                                                                                                      |

PROFICIENCY LEVEL

FOUNDATION / W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PROFICIENCY LEVEL

FOUNDATION / W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CA.CC.W. Writing Standards CONTENT STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

CONTENT CA.CC.W. Writing Standards STANDARD / DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|-------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic                                                                          |
| EXPECTATION /<br>SUBSTRAND          | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Research to Build and Present Knowledge                                                                           |
|------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                 |
| FOUNDATION /                       | W.5.9.b. | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to |

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

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Conventions of Standard English                                                                                              |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| FOUNDATION /<br>PROFICIENCY          | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense.                                                                    |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE | Conventions of Standard English                                                                                    |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.5.2.e.

Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

**PERFORMANC** Knowledge of Language E STANDARD / MODE **EXPECTATION** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. / SUBSTRAND

FOUNDATION / **PROFICIENCY** I FVFI

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

L.5.3.a.

**PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE **EXPECT ATION** L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 5 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / **PROFICIENCY** LEVEL

**DOMAIN / PART** 

PERFORMANC

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

CONTENT CA.CC.L. Language Standards STANDARD /

L.5.4.a.

**Vocabulary Acquisition and Use** E STANDARD / MODE EXPECTATION / 1.5.6.

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

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

California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

STANDARD / DOMAIN / PART Literacy. CCRA.R.

**PERFORMANC Key Ideas and Details** E STANDARD / MODE

**SUBSTRAND** 

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

and ideas. Literacy.C

CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative **SUBSTRAND** meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND Asection, chapter, scene, or stanza) relate to each other and the whole. Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well **SUBSTRAND** Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy. CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE

**SUBSTRAND** 

EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

Literacy.C CRA.W.2

A-

CONTENT STANDARD / DOMAIN / PART Literacy.

CCSS.EL College and Career Readiness Anchor Standards for Writing

CCRA.W.

| PERFORMANC   |
|--------------|
| E STANDARD / |
| MODE         |

**Production and Distribution of Writing** 

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

Literacy.C CRA.W.4

EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**SUBSTRAND** 

Literacy.C CRA.W.5

**SUBSTRAND** 

EXPECTATION / CCSS.EL Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Literacy.C CRA.W.6

CONTENT STANDARD /

CCSS.EL College and Career Readiness Anchor Standards for Writing

**DOMAIN / PART Literacy.** 

CCRA.W.

| PERFORMANC   |  |  |
|--------------|--|--|
| E STANDARD / |  |  |
| MODE         |  |  |

Research to Build and Present Knowledge

**SUBSTRAND** 

EXPECTATION / CCSS.EL Conduct short as well as more sustained research projects based on focused questions, demonstrating

Aunderstanding of the subject under investigation.

Literacy.C CRA.W.7

Literacy.C CRA.W.8

**SUBSTRAND** 

A-

EXPECTATION / CCSS.EL Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each

source, and integrate the information while avoiding plagiarism.

EXPECTATION / CCSS.EL Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SUBSTRAND** 

A-

Literacy.C

CRA.W.9

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / **DOMAIN / PART Literacy.** 

CCRA.W.

| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                         | Range of Writing                                                                                                                                                                                                        |
|----------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1  | 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 tasks, purposes, and audiences.                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                              |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                         | Conventions of Standard English                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                         | Knowledge of Language                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                      | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANC<br>E ST ANDARD /<br>MODE    |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL                                 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

SUBSTRAND

A-Literacy.C CRA.L.4

| EXPECTATION /<br>SUBSTRAND             | A-              | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|----------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5. | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RL.5.1.         | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                                                                                                                                                   |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5. | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RI.5.1.         | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RI.5.2.         | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                                                                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5. | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | RI.5.4.         | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA                                                                                                                             |
| EXPECTATION /<br>SUBSTRAND             | RI.5.5.         | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                                                                                                                                              |
| EXPECTATION /<br>SUBSTRAND             | RI.5.6.         | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                                                                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RI<br>.5. | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | RI.5.8.         | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                                                                                                                                  |
|                                        |                 |                                                                                                                                                                                                                                                                                                                                         |

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

EXPECTATION / RI.5.9.

SUBSTRAND

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| DOMAIN / PART                                                                                                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E STANDARD /<br>MODE                                                                               |                    | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                                                                                                                                                              |
| EXPECTATION /<br>SUBSTRAND                                                                                       | RI.5.10.           | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.                                                                                                                                                                                                                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                                                           | CA.CC.RF           | Reading Standards: Foundational Skills                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| PERFORMANC<br>E ST ANDARD /<br>MODE                                                                              |                    | Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                                                                                          | RF.5.4.            | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                                                                                                                                                                                                                                                                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL                                                                             | RF.5.4.a.          | Read on-level text with purpose and understanding.                                                                                                                                                                                                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL                                                                             | RF.5.4.c.          | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                  |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| CONTENT<br>STANDARD /<br>DOMAIN / PART                                                                           | CA.CC.W.<br>5.     | Writing Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| STANDARD /                                                                                                       |                    | Writing Standards  Text Types and Purposes                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| STANDARD /<br>DOMAIN / PART<br>PERFORMANC<br>E STANDARD /                                                        |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| STANDARD / DOMAIN / PART  PERFORMANC E STANDARD / MODE  EXPECTATION                                              | 5.                 | Text Types and Purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| PERFORMANC E ST ANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY                                | W.5.2.             | Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include                                                                                                                                                                                                                            |
| PERFORMANC E STANDARD / MODE  EXPECT ATION / SUBSTRAND  FOUNDATION / PROFICIENCY LEVEL  FOUNDATION / PROFICIENCY | W.5.2.<br>W.5.2.a. | Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the |

| PERFORMANC<br>E STANDARD /<br>MODE |  | Production and Distribution of Writing |
|------------------------------------|--|----------------------------------------|
|------------------------------------|--|----------------------------------------|

| EXPECTATION /<br>SUBSTRAND | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

#### CONTENT CA.CC.W. Writing Standards STANDARD / **DOMAIN / PART**

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic                                                                          |
| EXPECTATION /<br>SUBSTRAND         | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

#### CONTENT CA.CC.W. Writing Standards STANDARD / DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                           |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

FOUNDATION / PROFICIENCY LEVEL

DOMAIN / PART

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

### CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

### CONTENT **CA.CC.SL Speaking and Listening Standards** STANDARD / .5.

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

### CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Conventions of Standard English                                                                                              |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense.                                                                    |

CONTENT CA.CC.L. Language Standards STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E ST ANDARD /<br>MODE |          | Conventions of Standard English                                                                                    |
|-------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND             | L.5.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| FOUNDATION /<br>PROFICIENCY         | L.5.2.e. | Spell grade-appropriate words correctly, consulting references as needed.                                          |

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Knowledge of Language                                                                        |
|------------------------------------|----------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| FOUNDATION /                       | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.      |

PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | 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. |

FOUNDATION / **PROFICIENCY** LEVEL

L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CONTENT CA.CC.L. Language Standards STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

## California Content Standards Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Reading

DOMAIN / PART Literacy. CCRA.R.

**PERFORMANC Key Ideas and Details** E STANDARD / MODE EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

SUBSTRAND

Literacy.C CRA.R.3

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD /

DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Craft and Structure                                                                                                                                                                            |
|------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD /

DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC   | Integration of Knowledge and Ideas |
|--------------|------------------------------------|
| E STANDARD / |                                    |
| MODE         |                                    |
|              |                                    |

EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND Aas in words. Literacy.C CRA.R.7 EXPECTATION / CCSS.EL Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the SUBSTRAND Aapproaches the authors take. Literacy.C CRA.R.9 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. SUBSTRAND A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / **DOMAIN / PART Literacy.** CCRA.W. **PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. Literacy.C CRA.W.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / DOMAIN / PART Literacy.

|                                    | CCRA.W.                                |                                                                                                                                      |
|------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Production and Distribution of Writing                                                                                               |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                  |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

DOMAIN / PART Literacy. CCRA.W.

| PERFORMANC<br>E ST ANDARD /<br>MODE |                                        | Research to Build and Present Knowledge                                                                                                                                           |
|-------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             |
| EXPECTATION /<br>SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| EXPECTATION /<br>SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C            | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                 |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / A-DOMAIN / PART Literacy.

CCRA.W.

CRA.W.9

| PERFORMANC<br>E STANDARD /<br>MODE |                                        | Range of Writing                                                                                                                                                                                  |
|------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / A-DOMAIN / PART Literacy. CCRA.SL.

| PERFORMANC<br>E STANDARD /<br>MODE |                             | Comprehension and Collaboration                                                                                            |
|------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | CCSS.EL<br>A-<br>Literacy.C | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-

DOMAIN / PART Literacy. CCRA.L.

CRA.SL.2

| PERFORMANC<br>E STANDARD / | Conventions of Standard English |
|----------------------------|---------------------------------|
| MODE                       |                                 |

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **SUBSTRAND** Literacy.C CRA.L.2 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. PERFORMANC **Knowledge of Language** E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. Literacy.C CRA.L.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-**DOMAIN / PART Literacy.** CCRA.L. PERFORMANC Vocabulary Acquisition and Use E STANDARD / MODE **EXPECTATION /** CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** Aanalyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Literacy.C CRA.L.4 EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for **SUBSTRAND** reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6 CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.5. **DOMAIN / PART PERFORMANC Key Ideas and Details** E STANDARD / MODE EXPECTATION / RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **SUBSTRAND CA.CC.RI Reading Standards for Informational Text** CONTENT STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |         | Key Ideas and Details                                                                                                 |
|------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| EXPECTATION /<br>SUBSTRAND         | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.     |

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Craft and Structure                                                                                                                                                                                         |
|-------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA |
| EXPECTATION /<br>SUBSTRAND          | RI.5.5. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                  |
| EXPECTATION /<br>SUBSTRAND          | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                    |

## CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Integration of Knowledge and Ideas                                                                                                                     |
|-------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| EXPECTATION / SUBSTRAND             | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.                                 |

# CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
|------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |

# CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .5. DOMAIN / PART

| Fluency  EXPECTATION / SUBSTRAND  RF.5.4. Read with sufficient accuracy and fluency to support comprehension.  FOUNDATION / PROFICIENCY LEVEL  Fluency  RF.5.4. Read with sufficient accuracy and fluency to support comprehension.  RF.5.4.a. Read on-level text with purpose and understanding. |              |           |                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|---------------------------------------------------------------------|
| FOUNDATION / RF.5.4.a. Read on-level text with purpose and understanding. PROFICIENCY                                                                                                                                                                                                             | E STANDARD / |           | Fluency                                                             |
| PROFICIENCY                                                                                                                                                                                                                                                                                       |              | RF.5.4.   | Read with sufficient accuracy and fluency to support comprehension. |
|                                                                                                                                                                                                                                                                                                   | PROFICIENCY  | RF.5.4.a. | Read on-level text with purpose and understanding.                  |

FOUNDATION / PROFICIENCY LEVEL

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

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

# CONTENT

CA.CC.W. Writing Standards

STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

## CONTENT

CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                                                    |
|------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic                                                                          |
| EXPECTATION /<br>SUBSTRAND         | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CA.CC.W. Writing Standards CONTENT STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE     |                | Research to Build and Present Knowledge                                                                                                                                                                                 |
|----------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                | W.5.9.         | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | W.5.9.b.       | Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W. 5.    | Writing Standards                                                                                                                                                                                                       |
| PERFORMANC<br>E STANDARD /<br>MODE     |                | Range of Writing                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND             | W.5.10.        | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.SL       | Speaking and Listening Standards                                                                                                                                                                                        |
| PERFORMANC<br>E STANDARD /<br>MODE     |                | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | SL.5.2.        | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                              |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5. | Language Standards                                                                                                                                                                                                      |
| PERFORMANC<br>E STANDARD /<br>MODE     |                | Conventions of Standard English                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                | L.5.1.         | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.a.       | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | L.5.1.d.       | Recognize and correct inappropriate shifts in verb tense.                                                                                                                                                               |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.L.<br>5. | Language Standards                                                                                                                                                                                                      |
| PERFORMANC<br>E STANDARD /<br>MODE     |                | Conventions of Standard English                                                                                                                                                                                         |
|                                        | II .           |                                                                                                                                                                                                                         |

 $\label{lem:decomposition} \textbf{Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.}$ 

EXPECTATION / SUBSTRAND

L.5.2.

FOUNDATION / **PROFICIENCY** 

**LEVEL** 

L.5.2.e.

Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

| PERFORMANC<br>E STANDARD /<br>MODE |        | Knowledge of Language                                                                        |
|------------------------------------|--------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

FOUNDATION / **PROFICIENCY** 

I FVFI

L.5.3.a.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.L. Language Standards

**PERFORMANC** Vocabulary Acquisition and Use E STANDARD / MODE **EXPECT ATION** L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade / SUBSTRAND 5 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / **PROFICIENCY LEVEL** 

L.5.4.a.

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

CONTENT CA.CC.L. Language Standards STANDARD /

**DOMAIN / PART** 

PERFORMANC

E STANDARD /

| MODE                              |                                                                                                                                                                                                                                                                 |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / L.5.6.<br>SUBSTRAND | 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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California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading

**Vocabulary Acquisition and Use** 

STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R.

| PERFORMANC<br>E STANDARD /<br>MODE | Key Ideas and Details |
|------------------------------------|-----------------------|
|                                    |                       |

SUBSTRAND A-

EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

> Literacy.C CRA.R.2

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **SUBSTRAND** Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. SUBSTRAND Literacy.C CRA.R.5 EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. **SUBSTRAND** Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. SUBSTRAND Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Text Types and Purposes                                                                                                                                                                           |
|----------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Production and Distribution of Writing                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                                                                               |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Range of Writing                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.SL

PERFORMANC E STANDARD / MODE

Comprehension and Collaboration

SUBSTRAND

A-

EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

> Literacy.C CRA.SL.1

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

A-DOMAIN / PART Literacy. CCRA.L.

**PERFORMANC** E STANDARD /

Conventions of Standard English

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SUBSTRAND

MODE

Α-

Literacy.C CRA.L.2

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.L.

**PERFORMANC** E STANDARD /

Knowledge of Language

EXPECTATION / **SUBSTRAND** 

MODE

A-

CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices

for meaning or style, and to comprehend more fully when reading or listening.

Literacy.C

CRA.L.3

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / DOMAIN / PART Literacy.

A-

CCRA.L.

**PERFORMANC** E STANDARD / MODE

Vocabulary Acquisition and Use

EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, **SUBSTRAND** 

A-

analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Literacy.C CRA.L.4

SUBSTRAND

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

> Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6

CONTENT STANDARD / **DOMAIN / PART** 

CA.CC.R Reading Standards for Literature L.5.

| PERFORMANC                             |                 | Key Ideas and Details                                                                                                                                                                                             |
|----------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E STANDARD /<br>MODE                   |                 | Ney lucas allu Details                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND             | RL.5.2.         | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5. | Reading Standards for Literature                                                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Craft and Structure                                                                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | RL.5.5.         | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                        |
| EXPECTATION /<br>SUBSTRAND             | RL.5.6.         | Describe how a narrator's or speaker's point of view influences how events are described.                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5. | Reading Standards for Literature                                                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Range of Reading and Level of Text Complexity                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | RL.5.10.        | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RF        | Reading Standards: Foundational Skills                                                                                                                                                                            |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Fluency                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                | RF.5.4.         | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.a.       | Read on-level text with purpose and understanding.                                                                                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.c.       | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.  | Writing Standards                                                                                                                                                                                                 |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Text Types and Purposes                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                | W.5.3.          | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                                                                     |

| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.e. | Provide a conclusion that follows from the narrated experiences or events.                                                                     |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.

STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|-------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND          | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND          | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |          | Research to Build and Present Knowledge                                                                                                                                                                                  |
|------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | W.5.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                        |
| FOUNDATION / PROFICIENCY           | W.5.9.a. | Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

**LEVEL** 

| PERFORMANC<br>E STANDARD /<br>MODE | Range of Writing |
|------------------------------------|------------------|
|                                    |                  |

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

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5.

DOMAIN / PART

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

# CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

#### CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE  |          | Conventions of Standard English                                                                                              |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| FOUNDATION /                         | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense.                                                                    |

PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | Conventions of Standard English                                                                                    |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

FOUNDATION / L.5.2.e. PROFICIENCY LEVEL

Spell grade-appropriate words correctly, consulting references as needed.

CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Knowledge of Language                                                                                       |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.b. | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems |

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |          | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            |          | 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. |
| FOUNDATION /<br>PROFICIENCY        | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                   |

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 5. **DOMAIN / PART** 

CRA.R.2

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

## UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244

California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E ST ANDARD /<br>MODE |                             | Key Ideas and Details                                                                                                      |
|-------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **SUBSTRAND** Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **SUBSTRAND** Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. SUBSTRAND Literacy.C CRA.R.5 EXPECTATION / CCSS.EL Assess how point of view or purpose shapes the content and style of a text. **SUBSTRAND** Literacy.C CRA.R.6 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / **DOMAIN / PART Literacy.** CCRA.R. **PERFORMANC** Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. SUBSTRAND Literacy.C CRA.R.7 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / DOMAIN / PART Literacy. CCRA.R. **PERFORMANC** Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently. **SUBSTRAND** A-Literacy.C CRA.R.10 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD /

DOMAIN / PART Literacy.

CCRA.W.

| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Text Types and Purposes                                                                                                                                                                           |
|----------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Production and Distribution of Writing                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                                                                               |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | A-                                     | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANC<br>E STANDARD /<br>MODE     |                                        | Range of Writing                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1 | 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 tasks, purposes, and audiences. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.SL

PERFORMANC E STANDARD / MODE

Comprehension and Collaboration

SUBSTRAND

A-

EXPECTATION / CCSS.EL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

> Literacy.C CRA.SL.1

CONTENT STANDARD / CCSS.EL College and Career Readiness Anchor Standards for Language

A-DOMAIN / PART Literacy. CCRA.L.

**PERFORMANC** E STANDARD /

Conventions of Standard English

EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. SUBSTRAND

MODE

Α-

Literacy.C CRA.L.2

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / A-

DOMAIN / PART Literacy.

CCRA.L.

**PERFORMANC** E STANDARD /

Knowledge of Language

EXPECTATION / **SUBSTRAND** 

MODE

A-

CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices

for meaning or style, and to comprehend more fully when reading or listening.

Literacy.C

CRA.L.3

CONTENT

CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / DOMAIN / PART Literacy.

A-

CCRA.L.

**PERFORMANC** E STANDARD / MODE

Vocabulary Acquisition and Use

**SUBSTRAND** 

A-Literacy.C

CRA.L.4

EXPECTATION / CCSS.EL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

SUBSTRAND

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CRA.L.6

CA.CC.R Reading Standards for Literature

CONTENT STANDARD / **DOMAIN / PART** 

L.5.

| PERFORMANC                             |                 | Key Ideas and Details                                                                                                                                                                                             |
|----------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E STANDARD /<br>MODE                   |                 | Ney lucas allu Details                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND             | RL.5.2.         | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5. | Reading Standards for Literature                                                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Craft and Structure                                                                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | RL.5.5.         | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                        |
| EXPECTATION /<br>SUBSTRAND             | RL.5.6.         | Describe how a narrator's or speaker's point of view influences how events are described.                                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.5. | Reading Standards for Literature                                                                                                                                                                                  |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Range of Reading and Level of Text Complexity                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | RL.5.10.        | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.                             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.RF        | Reading Standards: Foundational Skills                                                                                                                                                                            |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Fluency                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                | RF.5.4.         | Read with sufficient accuracy and fluency to support comprehension.                                                                                                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.a.       | Read on-level text with purpose and understanding.                                                                                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL   | RF.5.4.c.       | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>5.  | Writing Standards                                                                                                                                                                                                 |
| PERFORMANC<br>E STANDARD /<br>MODE     |                 | Text Types and Purposes                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                | W.5.3.          | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                                                                     |

| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.a. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely.                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.3.e. | Provide a conclusion that follows from the narrated experiences or events.                                                                     |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                        |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)      |
| EXPECTATION /<br>SUBSTRAND         | W.5.6. | 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 to type a minimum of two pages in a single sitting. |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE  |          | Research to Build and Present Knowledge                                                                                                                                                                                  |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.9.   | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.9.a. | Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|-------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5.

DOMAIN / PART

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

### CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .5. DOMAIN / PART

**DOMAIN / PART** 

LEVEL

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

### CONTENT CA.CC.L. Language Standards STANDARD / 5.

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Conventions of Standard English                                                                                              |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| FOUNDATION /<br>PROFICIENCY          | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense.                                                                    |

### CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE | Conventions of Standard English                                                                                    |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

FOUNDATION / L.5.2.e. PROFICIENCY LEVEL

Spell grade-appropriate words correctly, consulting references as needed.

CONTENT CA.CC.L. Language Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Knowledge of Language                                                                                       |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | L.5.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.5.3.b. | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems |

CONTENT CA.CC.L. Language Standards STANDARD / 5. **DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |          | Vocabulary Acquisition and Use                                                                                                                                         |
|------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND            | L.5.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION /<br>PROFICIENCY        | L.5.4.a. | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                                                   |

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / **DOMAIN / PART** 

CRA.R.4

| PERFORMANC<br>E STANDARD /<br>MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

## UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245

California Content Standards Language Arts Grade 5 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

| PERFORMANC<br>E ST ANDARD /<br>MODE |                             | Craft and Structure                                                                                                                                                                         |
|-------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-

**DOMAIN / PART Literacy.** CCRA.W.

**PERFORMANC Text Types and Purposes** E STANDARD / MODE EXPECTATION / CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately SUBSTRAND through the effective selection, organization, and analysis of content. A-Literacy.C CRA.W.2

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy.

CCRA.W.

CRA.W.5

**PERFORMANC Production and Distribution of Writing** E STANDARD / MODE EXPECTATION / CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, SUBSTRAND Apurpose, and audience. Literacy.C CRA.W.4 EXPECTATION / CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **SUBSTRAND** A-Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing

STANDARD / DOMAIN / PART Literacy. CCRA.W.

**PERFORMANC** Range of Writing E STANDARD / MODE EXPECTATION / CCSS.EL Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **SUBSTRAND** single sitting or a day or two) for a range of tasks, purposes, and audiences. A-Literacy.C

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language

STANDARD / A-**DOMAIN / PART Literacy.** 

CCRA.L.

Literacy.C CRA.L.3

CRA.W.1 0

**PERFORMANC** Knowledge of Language E STANDARD / MODE EXPECTATION / CCSS.EL Apply knowledge of language to understand how language functions in different contexts, to make effective choices **SUBSTRAND** for meaning or style, and to comprehend more fully when reading or listening. A-

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A-DOMAIN / PART Literacy.

| PERFORMANC<br>E ST ANDARD /<br>MODE |    | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|-------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND          | A- | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .5.

DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Craft and Structure                                                                                                                                                                                         |
|------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.
DOMAIN / PART

CCRA.L.

| PERFORMANC<br>E STANDARD /<br>MODE   |          | Text Types and Purposes                                                                                                                                                                                              |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND              | W.5.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.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. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                            |

CONTENT CA.CC.W. Writing Standards STANDARD / 5.

**DOMAIN / PART** 

| PERFORMANC<br>E STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                     |
|------------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.4. | Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA                   |
| EXPECTATION /<br>SUBSTRAND         | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) |

# CONTENT CA.CC.W. Writing Standards STANDARD / 5. DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Range of Writing                                                                                                                                                                                                      |
|------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | W.5.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

CONTENT CA.CC.SL Speaking and Listening Standards ST ANDARD / .5.
DOMAIN / PART

| PERFORMANC<br>E STANDARD /<br>MODE |         | Comprehension and Collaboration                                                                                                            |
|------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND         | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

CONTENT CA.CC.L. Language Standards STANDARD / 5.
DOMAIN / PART

| PERFORMANC<br>E ST ANDARD /<br>MODE | Vocabulary Acquisition and Use                                                                                                                                                                                                                                  |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / L.5.6<br>SUBSTRAND    | 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). |