

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

| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

| PERFORMANCE STANDARD / MODE | | Craft and Structure |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

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| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
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EXPECTATION / SUBSTRAND **CCSS.EL** Read and comprehend complex literary and informational texts independently and proficiently.
A-
Literacy.C
CRA.R.10

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

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| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
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EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.W.2

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

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| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
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EXPECTATION / SUBSTRAND **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 / SUBSTRAND **CCSS.EL** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-
Literacy.C
CRA.W.5

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

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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
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EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.W.8

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

| PERFORMANCE STANDARD / MODE | | Range of Writing |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.1 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. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.SL. | College and Career Readiness Anchor Standards for Speaking and Listening |
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.SL. | College and Career Readiness Anchor Standards for Speaking and Listening |
| PERFORMANCE STANDARD / MODE | | Presentation of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 / SUBSTRAND | CCSS.EL A- Literacy.C CRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.L. | College and Career Readiness Anchor Standards for Language |
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.L. | College and Career Readiness Anchor Standards for Language |
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |

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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy.C CRA.L.**

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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

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| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
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| 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

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| PERFORMANCE STANDARD / MODE | | Craft and Structure |
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| EXPECTATION / 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 |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

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| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
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| EXPECTATION / 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). |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

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| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
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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 STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .5.

PERFORMANCE STANDARD / MODE

Fluency

EXPECTATION / SUBSTRAND

RF.5.4.

Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION / PROFICIENCY LEVEL

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 5.

PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL

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

FOUNDATION / PROFICIENCY LEVEL

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

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

PERFORMANCE STANDARD / MODE

Production and Distribution of Writing

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

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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
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EXPECTATION / 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 STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 5.

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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
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| EXPECTATION / SUBSTRAND | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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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 STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 5.

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| PERFORMANCE STANDARD / MODE | | Range of Writing |
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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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
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| 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. |
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FOUNDATION / PROFICIENCY 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 / 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
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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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

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| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

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| PERFORMANCE STANDARD / MODE | | Presentation of Knowledge and Ideas |
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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 STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

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| PERFORMANCE STANDARD / 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 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 5.

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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
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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).

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

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| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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| PERFORMANCE STANDARD / MODE | | Craft and Structure |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

| PERFORMANCE STANDARD / MODE | Text Types and Purposes |
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EXPECTATION / SUBSTRAND 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.
A-
Literacy.C
CRA.W.2

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

| PERFORMANCE STANDARD / MODE | Production and Distribution of Writing |
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EXPECTATION / SUBSTRAND 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 / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-
Literacy.C
CRA.W.5

EXPECTATION / SUBSTRAND 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 / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

| PERFORMANCE STANDARD / MODE | Range of Writing |
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EXPECTATION / SUBSTRAND 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.
A-
Literacy.C
CRA.W.1
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-
Literacy.
CCRA.SL.

| PERFORMANCE STANDARD / MODE | Comprehension and Collaboration |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

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| PERFORMANCE STANDARD / MODE | | Presentation of Knowledge and Ideas |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

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| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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 / DOMAIN / PART | CA.CC.RI.5. | Reading Standards for Informational Text |
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
| 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. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.5. | Reading Standards for Informational Text |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / 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 STANDARD / DOMAIN / PART | CA.CC.RI.5. | Reading Standards for Informational Text |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / 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 STANDARD / DOMAIN / PART | CA.CC.RI.5. | Reading Standards for Informational Text |
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART | CA.CC.RF.5. | Reading Standards: Foundational Skills |

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| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

FOUNDATION / PROFICIENCY LEVEL
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 5.**

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| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL
W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

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| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
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EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|----------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards 5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART CA.CC.L. Language Standards 5.

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 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 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).

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

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
|-------------------------|--|---|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|--|--|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

| | | |
|-------------------------|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|---|--|

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy.
CCRA.W.

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|------------------------------|---|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|-------------------------|------------------------------|---|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|-------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|-------------------------|-------------------------------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

| | | |
|-------------------------|-------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Presentation of Knowledge and Ideas |
|------------------------------------|--|--|

| | | |
|-------------------------|-------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A-
Literacy.C
CRA.L.1

EXPECTATION / SUBSTRAND CCSS.EL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A-
Literacy.C
CRA.L.2

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

EXPECTATION / SUBSTRAND 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.
A-
Literacy.C
CRA.L.3

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

EXPECTATION / 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.
A-
Literacy.C
CRA.L.4

EXPECTATION / SUBSTRAND 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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
A-
Literacy.C
CRA.L.6

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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.

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .5.**

| | | |
|------------------------------------|--|----------------|
| PERFORMANCE STANDARD / MODE | | Fluency |
|------------------------------------|--|----------------|

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| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
|--------------------------------|----------------|--|

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

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

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

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|---------|---|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|----------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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. |
|--------------------------------|-----------|--|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL
L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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

FOUNDATION / PROFICIENCY LEVEL
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 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / 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
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 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE | Key Ideas and Details |
|-----------------------------|-----------------------|
|-----------------------------|-----------------------|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|--|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---|

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

| PERFORMANCE STANDARD / MODE | Craft and Structure |
|-----------------------------|---------------------|
|-----------------------------|---------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
|-------------------------|------------------------------|---|

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

| PERFORMANCE STANDARD / MODE | Integration of Knowledge and Ideas |
|-----------------------------|------------------------------------|
|-----------------------------|------------------------------------|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|------------------------------|--|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

| | | |
|-------------------------|----------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|----------------------------------|--|

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

| | | |
|-------------------------|---------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|---------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|---------------------------------|--|

| | | |
|-------------------------|---------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|---------------------------------|---|

| | | |
|-------------------------|---------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|-------------------------|---------------------------------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

| | | |
|-------------------------|---------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|-------------------------|---------------------------------|---|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.W.1
0

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.SL.1

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Presentation of Knowledge and Ideas |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.SL.4

EXPECTATION / SUBSTRAND **CCSS.EL** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
A-
Literacy.C
CRA.SL.6

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND **CCSS.EL** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A-
Literacy.C
CRA.L.1

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|-------------------------|------------------------------|--|

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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 / DOMAIN / PART **CA.CC.R L.5.** **Reading Standards for Literature**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|---------|---|
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.R L.5.** **Reading Standards for Literature**

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

| | | |
|-------------------------|---------|--|
| EXPECTATION / 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 / SUBSTRAND | RL.5.6. | Describe how a narrator's or speaker's point of view influences how events are described. |
|-------------------------|---------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

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

| | | |
|------------------------------------|--|----------------|
| PERFORMANCE STANDARD / MODE | | Fluency |
|------------------------------------|--|----------------|

| | | |
|--------------------------------|----------------|--|
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
|--------------------------------|----------------|--|

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

FOUNDATION / PROFICIENCY LEVEL W.5.3.e. Provide a conclusion that follows from the narrated experiences or events.

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|--------|---|
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / 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.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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards 5.**

| | | |
|------------------------------------|----------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART CA.CC.L. Language Standards 5.

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

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

FOUNDATION / PROFICIENCY LEVEL L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

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

| | | |
|------------------------------------|--------|--|
| PERFORMANCE STANDARD / 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 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 5.

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|--------------------------------|

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 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

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

| | | |
|------------------------------------|--|-----------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|-----------------------|

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

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
|-------------------------|------------------------------|---|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|------------------------------|--|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

| | | |
|-------------------------|-------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|-------------------------------|--|

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

| | | |
|-------------------------|-------------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|-------------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|-------------------------------------|--|

| | | |
|-------------------------|-------------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|-------------------------------------|---|

| | | |
|-------------------------|-------------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|-------------------------|-------------------------------------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

| | | |
|-------------------------|-------------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|-------------------------|-------------------------------------|---|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|--------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.1 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. |
|-------------------------|--------------------------------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

| | | |
|-------------------------|-------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.C CRA.L.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|-------------------------|------------------------------|--|

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.C CRA.L.

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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 / DOMAIN / PART CA.CC.R Reading Standards for Literature L.5.

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|---------|---|
| EXPECTATION / 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 STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.5.

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

| | | |
|-------------------------|---------|--|
| EXPECTATION / 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 / SUBSTRAND | RL.5.6. | Describe how a narrator's or speaker's point of view influences how events are described. |
|-------------------------|---------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

| | | |
|-------------------------|----------|---|
| EXPECTATION / 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 STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .5.

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| PERFORMANCE STANDARD / MODE | | Fluency |
|------------------------------------|--|----------------|

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| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| FOUNDATION / PROFICIENCY LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding. |
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| FOUNDATION / PROFICIENCY LEVEL | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 5.

| | | |
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| PERFORMANCE STANDARD / 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. |

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| FOUNDATION / PROFICIENCY 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. |
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| FOUNDATION / PROFICIENCY LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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| FOUNDATION / PROFICIENCY LEVEL | W.5.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

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

| | | |
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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
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| EXPECTATION / SUBSTRAND | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| FOUNDATION / PROFICIENCY 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]”). |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

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

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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

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| 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. |
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| FOUNDATION / PROFICIENCY 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. |
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| FOUNDATION / PROFICIENCY LEVEL | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

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| 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 / DOMAIN / PART CA.CC.L. Language Standards 5.

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

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

FOUNDATION / PROFICIENCY LEVEL L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

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

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / 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 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 / PROFICIENCY 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 STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).

| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|---|------------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |

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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.1 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.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C 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.

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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.5.

| | | |
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| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
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| EXPECTATION / 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. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.5.

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| PERFORMANCE STANDARD / MODE | | Craft and Structure |
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| EXPECTATION / 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. |
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| EXPECTATION / SUBSTRAND | RL.5.6. | Describe how a narrator's or speaker's point of view influences how events are described. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.5.

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|-----------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|-----------------------------|--|---|

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

| | | |
|-----------------------------|--|---------|
| PERFORMANCE STANDARD / MODE | | Fluency |
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| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| FOUNDATION / PROFICIENCY LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding. |
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| FOUNDATION / PROFICIENCY LEVEL | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 5.

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / 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. |

| | | |
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| FOUNDATION / PROFICIENCY 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. |
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| FOUNDATION / PROFICIENCY LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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| FOUNDATION / PROFICIENCY LEVEL | W.5.3.e. | Provide a conclusion that follows from the narrated experiences or events. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|--------|--|
| EXPECTATION / 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 |
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| | | |
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| EXPECTATION / 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.) |
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| | | |
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| EXPECTATION / 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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|--------------------------------|---------------|--|
| EXPECTATION / SUBSTRAND | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| FOUNDATION / PROFICIENCY 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]”). |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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. |
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| | | |
|--------------------------------|-----------|--|
| FOUNDATION / PROFICIENCY 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. |
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| FOUNDATION / PROFICIENCY LEVEL | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

| | | |
|--------------------------------|---------------|---|
| EXPECTATION / SUBSTRAND | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|--------------------------------|---------------|---|

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|--------------------------------|----------|---|
| 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 5.**

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

| | | |
|--------------------------------|----------|---|
| FOUNDATION / PROFICIENCY LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
|--------------------------------|----------|---|

| | | |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.3.b. | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems |
|--------------------------------|----------|---|

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

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|--------|---|
| 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). |
|-------------------------|--------|---|

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

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

| | | |
|---|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|--|--|

| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy.
CCRA.W.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy.
CCRA.W.

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|---|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.1 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-
Literacy.
CCRA.SL.

| | |
|------------------------------------|--|
| PERFORMANCE STANDARD / MODE | Comprehension and Collaboration |
|------------------------------------|--|

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

| | |
|------------------------------------|--|
| PERFORMANCE STANDARD / MODE | Presentation of Knowledge and Ideas |
|------------------------------------|--|

| | | |
|-------------------------|----------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

| | |
|------------------------------------|--|
| PERFORMANCE STANDARD / MODE | Conventions of Standard English |
|------------------------------------|--|

| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

| | |
|------------------------------------|------------------------------|
| PERFORMANCE STANDARD / MODE | Knowledge of Language |
|------------------------------------|------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy.C CRA.L.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
|-------------------------|------------------------------|---|

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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|---------|---|
| 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. |
|-------------------------|---------|---|

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

| | | |
|-------------------------|---------|---|
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .5.

PERFORMANCE STANDARD / MODE

Fluency

EXPECTATION / SUBSTRAND

RF.5.4.

Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION / PROFICIENCY LEVEL

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 5.

PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL

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

FOUNDATION / PROFICIENCY LEVEL

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

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

PERFORMANCE STANDARD / MODE

Production and Distribution of Writing

EXPECTATION / 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 / 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.)

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

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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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

| | | |
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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
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| EXPECTATION / SUBSTRAND | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| 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]”). |
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 5.

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

| | | |
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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
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| 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. |
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| FOUNDATION / PROFICIENCY 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. |
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| FOUNDATION / PROFICIENCY LEVEL | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| 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. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

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

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| PERFORMANCE STANDARD / MODE | | Presentation of Knowledge and Ideas |
|------------------------------------|--|--|

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| 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. |
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FOUNDATION / PROFICIENCY 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

| | | |
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| PERFORMANCE STANDARD / MODE | | Presentation of Knowledge and Ideas |
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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 STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or 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 5.

| | | |
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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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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 5.

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

FOUNDATION / PROFICIENCY LEVEL 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 5.

| | | |
|------------------------------------|--------|--|
| PERFORMANCE STANDARD / 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 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 5.

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
| 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 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

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

| | | |
|------------------------------------|------------------------------|--|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

| | | |
|---|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

| | |
|------------------------------------|---|
| PERFORMANCE STANDARD / MODE | Production and Distribution of Writing |
|------------------------------------|---|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|------------------------------|---|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|-------------------------|------------------------------|---|

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

| | |
|------------------------------------|--|
| PERFORMANCE STANDARD / MODE | Research to Build and Present Knowledge |
|------------------------------------|--|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

| | |
|------------------------------------|-------------------------|
| PERFORMANCE STANDARD / MODE | Range of Writing |
|------------------------------------|-------------------------|

| | | |
|-------------------------|-------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|-------------------------|-------------------------------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C 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 / SUBSTRAND CCSS.EL A- Literacy.C CRA.L.6 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 / DOMAIN / PART CA.CC.RI .5. Reading Standards for Informational Text

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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.

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .5.**

| | | |
|------------------------------------|--|----------------|
| PERFORMANCE STANDARD / MODE | | Fluency |
|------------------------------------|--|----------------|

| | | |
|--------------------------------|----------------|--|
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
|--------------------------------|----------------|--|

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--------|---|
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--------|--|
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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

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

| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|
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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 STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

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

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART CA.CC.L. Language Standards 5.

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

FOUNDATION / PROFICIENCY LEVEL 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 5.

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / 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 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 5.

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|--|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---|

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|------------------------------|--|

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

| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.
A-Literacy.C
CRA.R.10

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

| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|
|------------------------------------|--|--------------------------------|

EXPECTATION / SUBSTRAND 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.
A-Literacy.C
CRA.W.2

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

| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|
|------------------------------------|--|---|

EXPECTATION / SUBSTRAND 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 / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-Literacy.C
CRA.W.5

EXPECTATION / SUBSTRAND 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 / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND 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.
A-Literacy.C
CRA.W.8

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.W.1
0

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.SL.1

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Presentation of Knowledge and Ideas |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND **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.
A-
Literacy.C
CRA.SL.4

EXPECTATION / SUBSTRAND **CCSS.EL** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
A-
Literacy.C
CRA.SL.6

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND **CCSS.EL** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A-
Literacy.C
CRA.L.1

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|-------------------------|------------------------------|--|

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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 / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|---------|---|
| 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. |
|-------------------------|---------|---|

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

| | | |
|-------------------------|---------|---|
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.RI .5.** **Reading Standards for Informational Text**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

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

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

| | | |
|------------------------------------|--|----------------|
| PERFORMANCE STANDARD / MODE | | Fluency |
|------------------------------------|--|----------------|

| | | |
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| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
|--------------------------------|----------------|--|

FOUNDATION / PROFICIENCY LEVEL 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 5.

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|--------|--|
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

| | | |
|-------------------------|--------|--|
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 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 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).

| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|---|---|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.C CRA.W.

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

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| PERFORMANCE STANDARD / MODE | | Range of Writing |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.C CRA.L.

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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.C CRA.L.

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| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.L. | College and Career Readiness Anchor Standards for Language |
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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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. |
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| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .5. | Reading Standards for Informational Text |
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| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
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| 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. |
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| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .5. | Reading Standards for Informational Text |
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| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

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| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
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| EXPECTATION / 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). |
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| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .5. | Reading Standards for Informational Text |
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| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
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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 STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .5.

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| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

FOUNDATION / PROFICIENCY LEVEL 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 5.

| | | |
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| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / 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

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

| | | |
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| PERFORMANCE STANDARD / 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. |

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| 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]”). |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Range of Writing |
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| 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards 5.**

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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
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| EXPECTATION / SUBSTRAND | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
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| PERFORMANCE STANDARD / 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. |

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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.c. | Use verb tense to convey various times, sequences, states, and conditions. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

FOUNDATION / PROFICIENCY LEVEL 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 5.**

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| PERFORMANCE STANDARD / 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 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 5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).

| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|---|---|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |

| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.C CRA.W.

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| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.C CRA.W.

| | | |
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| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|-------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.C CRA.L.

| | | |
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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.C CRA.L.

| | | |
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| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.L. | College and Career Readiness Anchor Standards for Language |
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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
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| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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. |
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| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .5. | Reading Standards for Informational Text |
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| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
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| 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. |
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| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .5. | Reading Standards for Informational Text |
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|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

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| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

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| EXPECTATION / 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). |
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| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI .5. | Reading Standards for Informational Text |
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| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
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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 STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .5.

| | | |
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| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

FOUNDATION / PROFICIENCY LEVEL 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 5.

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

| | | |
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| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / 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

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

| | | |
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| PERFORMANCE STANDARD / 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. |

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| 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]”). |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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

| | | |
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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

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|-------------------------|---------|--|
| EXPECTATION / SUBSTRAND | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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. |

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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.c. | Use verb tense to convey various times, sequences, states, and conditions. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 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 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).

| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|---|---|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.W. College and Career Readiness Anchor Standards for Writing**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

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|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|------------------------------|---|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|-------------------------|------------------------------|---|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|-------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL.A-Literacy.C 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 / SUBSTRAND CCSS.EL.A-Literacy.C CRA.L.6 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 / DOMAIN / PART CA.CC.R.L.5. Reading Standards for Literature

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

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

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| PERFORMANCE STANDARD / MODE | | Fluency |
|------------------------------------|--|----------------|

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| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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FOUNDATION / PROFICIENCY LEVEL 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.5. Writing Standards

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

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|--------------------------------|---------------|--|
| 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 / PROFICIENCY 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 / PROFICIENCY LEVEL
W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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FOUNDATION / PROFICIENCY 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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. |

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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.c. | Use verb tense to convey various times, sequences, states, and conditions. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

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| FOUNDATION / PROFICIENCY LEVEL | L.5.2.e. | Spell grade-appropriate words correctly, consulting references as needed. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

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| FOUNDATION / PROFICIENCY LEVEL | 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 5.**

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / 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 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 5.

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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 13 Page 111-122

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C 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.

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

| | | |
|-------------------------|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|---|--|

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE **Research to Build and Present Knowledge**

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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE **Range of Writing**

| | | |
|-------------------------|-------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE **Conventions of Standard English**

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CCRA.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 / SUBSTRAND CCSS.EL A-Literacy.C CCRA.L.6 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 / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.5.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

EXPECTATION / 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.

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

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| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
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| EXPECTATION / 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). |
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| 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 STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

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

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| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| FOUNDATION / PROFICIENCY LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding. |
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| FOUNDATION / PROFICIENCY LEVEL | RF.5.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
| EXPECTATION / SUBSTRAND | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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

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

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--------|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
| EXPECTATION / SUBSTRAND | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic |
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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FOUNDATION / PROFICIENCY LEVEL
 L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

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

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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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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 5.**

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

FOUNDATION / PROFICIENCY LEVEL 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 5.**

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| PERFORMANCE STANDARD / 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 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 5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).

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

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

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|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| | | |
|---|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

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| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|--------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.1 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

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|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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 / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.5.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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

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

| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|---------|---|
| EXPECTATION / 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. |

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

| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|---------|---|
| EXPECTATION / 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 / 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 / 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 STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .5.

| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|---------|--|
| EXPECTATION / 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 STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .5.

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

| | | |
|------------------------------------|----------------|--|
| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

FOUNDATION / PROFICIENCY LEVEL
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 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL
W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

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

| | | |
|------------------------------------|--------|--|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART CA.CC.L. Language Standards 5.

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

FOUNDATION / PROFICIENCY LEVEL 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 5.

| | | |
|------------------------------------|--------|--|
| PERFORMANCE STANDARD / 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 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 5.

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|--------------------------------|

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).

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

| PERFORMANCE STANDARD / MODE | Key Ideas and Details |
|-----------------------------|-----------------------|
|-----------------------------|-----------------------|

| | | |
|-------------------------|----------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|----------------------------------|--|

| | | |
|-------------------------|----------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CCRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|----------------------------------|---|

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

| PERFORMANCE STANDARD / MODE | Craft and Structure |
|-----------------------------|---------------------|
|-----------------------------|---------------------|

| | | |
|-------------------------|----------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CCRA.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. |
|-------------------------|----------------------------------|---|

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

| PERFORMANCE STANDARD / MODE | Integration of Knowledge and Ideas |
|-----------------------------|------------------------------------|
|-----------------------------|------------------------------------|

| | | |
|-------------------------|----------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CCRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|----------------------------------|--|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|-------------------------|------------------------------|---|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|--------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.1 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. |
|-------------------------|--------------------------------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|-------------------------|------------------------------|--|

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy. CCRA.L.

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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 / DOMAIN / PART CA.CC.R L.5. **Reading Standards for Literature**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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

| | | |
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| 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. |
|-------------------------|---------|---|

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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|-------------------------|---------|---|
| EXPECTATION / 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 |
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| EXPECTATION / 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. |
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|-------------------------|---------|--|
| EXPECTATION / 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 STANDARD / DOMAIN / PART CA.CC.RI .5. **Reading Standards for Informational Text**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

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|-------------------------|---------|--|
| EXPECTATION / 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 / 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 STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

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|-------------------------|----------|---|
| 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 STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .5.**

| | | |
|------------------------------------|----------------|--|
| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

| | | |
|--------------------------------|-----------|--|
| FOUNDATION / PROFICIENCY LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding. |
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| | | |
|--------------------------------|-----------|--|
| 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 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|--------------------------------|----------|--|

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

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

| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--------|---|
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--------|--|
| EXPECTATION / SUBSTRAND | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic |
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 | 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**
5.

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|--------|---|
| 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 7: INVENTIVE WRITING Week 16 Page 139-146

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

| | | |
|-------------------------|-------------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|-------------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|-------------------------------------|--|

| | | |
|-------------------------|-------------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|-------------------------------------|---|

| | | |
|-------------------------|-------------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|-------------------------|-------------------------------------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

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

| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--------|---|
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--------|--|
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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

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

| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
|--------------------------------|----------|--|

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

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|--|--|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|--|---|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|-------------------------|--|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy.
CCRA.W.

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|---|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.1 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. |
|-------------------------|---|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|-------------------------|--|--|

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL | W.5.2.b. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| FOUNDATION / PROFICIENCY LEVEL | W.5.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| FOUNDATION / PROFICIENCY LEVEL | W.5.2.e. | Provide a concluding statement or section related to the information or explanation presented. |

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

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--------|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards 5.

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

PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

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

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

PERFORMANCE STANDARD / MODE Knowledge of Language

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

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

California Content Standards

Language Arts

Grade 5 - Adopted: 2013

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
A-Literacy.C
CRA.W.3

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / SUBSTRAND 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 / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-Literacy.C
CRA.W.5

EXPECTATION / SUBSTRAND 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 / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-Literacy.
CCRA.W.

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND 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.
A-Literacy.C
CRA.W.1
0

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|------------------------------|--|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
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| EXPECTATION / SUBSTRAND | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
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| FOUNDATION / PROFICIENCY 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. |
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| FOUNDATION / PROFICIENCY LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
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| | | |
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| EXPECTATION / 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 |
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| | | |
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| EXPECTATION / 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.) |
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| | | |
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| EXPECTATION / 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
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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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
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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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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FOUNDATION / PROFICIENCY LEVEL L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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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 5.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

| | | |
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| EXPECTATION / SUBSTRAND | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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

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

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

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|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

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|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|-----------------------------|--|------------------------------------|
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
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| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
|---|---|--|

| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
|---|---|--|

| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|-----------------------------|--|-------------------------|
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
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| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
|---|---|--|

| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|-----------------------------|--|--|
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| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|--|--|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

| | | |
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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A- Literacy. CCRA.W.

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|--------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A- Literacy. CCRA.SL.

| | | |
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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A- Literacy. CCRA.L.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
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EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART CCSS.EL A- Literacy. CCRA.L. College and Career Readiness Anchor Standards for Language

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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
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EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C 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 / SUBSTRAND CCSS.EL A- Literacy.C CRA.L.6 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 / DOMAIN / PART CA.CC.R L.5. Reading Standards for Literature

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| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
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EXPECTATION / SUBSTRAND RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

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| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
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| EXPECTATION / 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). |
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| EXPECTATION / SUBSTRAND | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

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| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
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| 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .5.**

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| PERFORMANCE STANDARD / MODE | | Fluency |
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| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| FOUNDATION / PROFICIENCY LEVEL | RF.5.4.a. | Read on-level text with purpose and understanding. |
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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 5.

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

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

| | | |
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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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

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

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART CA.CC.L. Language Standards 5.

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

FOUNDATION / PROFICIENCY LEVEL 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 5.

| | | |
|------------------------------------|--------|--|
| PERFORMANCE STANDARD / 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 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 5.

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
| 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). |

California Content Standards
Language Arts
Grade 5 - Adopted: 2013

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

| | | |
|------------------------------------|------------------------------|--|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

| | | |
|---|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.R. | College and Career Readiness Anchor Standards for Reading |
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A- Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

| PERFORMANCE STANDARD / MODE | | Range of Writing |
|----------------------------------|--------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.1 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. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.SL. | College and Career Readiness Anchor Standards for Speaking and Listening |
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.L. | College and Career Readiness Anchor Standards for Language |
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.L. | College and Career Readiness Anchor Standards for Language |
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.L. | College and Career Readiness Anchor Standards for Language |
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.5.

| | | |
|-----------------------------|--|-----------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|-----------------------------|--|-----------------------|

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|-------------------------|---------|---|
| EXPECTATION / SUBSTRAND | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .5.

| | | |
|-----------------------------|--|-----------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|-----------------------------|--|-----------------------|

| | | |
|-------------------------|---------|---|
| EXPECTATION / SUBSTRAND | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
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|-------------------------|---------|---|
| 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. |
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .5.

| | | |
|-----------------------------|--|---------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|-----------------------------|--|---------------------|

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|-------------------------|---------|---|
| EXPECTATION / 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 |
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| EXPECTATION / 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 / 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 STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .5.

| | | |
|-----------------------------|--|------------------------------------|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|-----------------------------|--|------------------------------------|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .5.**

| | | |
|------------------------------------|----------------|--|
| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|--------|---|
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic |
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / 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. |

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| 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]”). |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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

| | | |
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| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
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| EXPECTATION / SUBSTRAND | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.2.e. | Spell grade-appropriate words correctly, consulting references as needed. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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| EXPECTATION / SUBSTRAND | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| FOUNDATION / PROFICIENCY LEVEL | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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 8: FORMAL ESSAY MODELS Week 21 Page 195-216

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

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

| | | |
|-------------------------|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|---|--|

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
**A-
Literacy.
CCRA.W.**

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|--|--|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|--|---|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|-------------------------|--|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|-------------------------|------------------------------|---|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|-------------------------|------------------------------|---|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

| | | |
|-------------------------|-------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|-------------------------|-------------------------------|---|

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

| | | |
|-------------------------|-------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

| | | |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|-------------------------|------------------------------|--|

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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 / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.5.**

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

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

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

| | | |
|-------------------------|---------|---|
| EXPECTATION / 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. |
|-------------------------|---------|---|

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

| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|-----------------------------|---------|---|
| EXPECTATION / 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 / 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 / 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 STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|-----------------------------|---------|--|
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .5.**

| PERFORMANCE STANDARD / MODE | | Fluency |
|--------------------------------|-----------|--|
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| FOUNDATION / PROFICIENCY LEVEL | 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 5.**

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

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

| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|---------------|--|
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|---------------|---|
| EXPECTATION / SUBSTRAND | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic |
| EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards 5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART CA.CC.L. Language Standards 5.

PERFORMANCE STANDARD / MODE Knowledge of Language

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

FOUNDATION / PROFICIENCY LEVEL 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 5.

PERFORMANCE STANDARD / 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 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 5.

PERFORMANCE STANDARD / MODE Vocabulary Acquisition and Use

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).

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California Content Standards
Language Arts
Grade 5 - Adopted: 2013

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

PERFORMANCE STANDARD / MODE Key Ideas and Details

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
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| | | |
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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
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| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
|-------------------------|--|---|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

| | | |
|-------------------------|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|---|--|

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

| | | |
|-------------------------|--------------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
|------------------------------------|--|--|

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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

| | | |
|-------------------------|-------------------------------------|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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. |
|-------------------------|-------------------------------------|---|

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| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.L.6 | 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 / DOMAIN / PART **CA.CC.R Reading Standards for Literature**
L.5.

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

EXPECTATION / 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 STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.5.**

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

EXPECTATION / 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 / SUBSTRAND RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

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

| | | |
|------------------------------------|----------------|--|
| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

FOUNDATION / PROFICIENCY LEVEL 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 5.**

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / 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. |

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|--------------------------------|----------|--|
| FOUNDATION / PROFICIENCY 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 / PROFICIENCY LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| FOUNDATION / PROFICIENCY LEVEL | W.5.3.e. | Provide a conclusion that follows from the narrated experiences or events. |

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

| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|-----------------------------|--------|---|
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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

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

| | | |
|------------------------------------|----------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards**
.5.

| | | |
|------------------------------------|---------|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards**
5.

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| FOUNDATION / PROFICIENCY LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense. |

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

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

FOUNDATION / PROFICIENCY LEVEL L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 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 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).

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

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
|------------------------------------|--|------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|--|---|

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

| | | |
|------------------------------------|--|----------------------------|
| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

| | | |
|-------------------------|--|---|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C 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 / SUBSTRAND | CCSS.EL A- Literacy.C 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 / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
|-------------------------|--|---|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Integration of Knowledge and Ideas |
|------------------------------------|--|---|

| | | |
|-------------------------|--|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
**A-
Literacy.
CCRA.R.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
|------------------------------------|--|--|

| | | |
|-------------------------|---|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A- Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|---|--|

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

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Research to Build and Present Knowledge |
|------------------------------------|--|--|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / MODE | | Comprehension and Collaboration |
|------------------------------------|--|--|

| | | |
|-------------------------|----------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

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| PERFORMANCE STANDARD / MODE | | Conventions of Standard English |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

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| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

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| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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. |
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| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | 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. |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature**
L.5.

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| PERFORMANCE STANDARD / MODE | | Key Ideas and Details |
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EXPECTATION / 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 STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.5.

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| PERFORMANCE STANDARD / MODE | | Craft and Structure |
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EXPECTATION / 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 / SUBSTRAND RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

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

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| PERFORMANCE STANDARD / MODE | | Range of Reading and Level of Text Complexity |
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EXPECTATION / 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 STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .5.

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| PERFORMANCE STANDARD / MODE | | Fluency |
| EXPECTATION / SUBSTRAND | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

FOUNDATION / PROFICIENCY LEVEL 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 5.

| | | |
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| PERFORMANCE STANDARD / 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. |

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| FOUNDATION / PROFICIENCY 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 / PROFICIENCY LEVEL | W.5.3.d. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| FOUNDATION / PROFICIENCY LEVEL | W.5.3.e. | Provide a conclusion that follows from the narrated experiences or events. |

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

| | | |
|------------------------------------|--------|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
| EXPECTATION / 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 / 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 / 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 / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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| PERFORMANCE STANDARD / 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. |

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| FOUNDATION / PROFICIENCY 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]”). |
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

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

| | | |
|------------------------------------|----------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|---------|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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| PERFORMANCE STANDARD / 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 / PROFICIENCY LEVEL | L.5.1.a. | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| FOUNDATION / PROFICIENCY LEVEL | L.5.1.d. | Recognize and correct inappropriate shifts in verb tense. |

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / DOMAIN / PART **CA.CC.L. Language Standards 5.**

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

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

FOUNDATION / PROFICIENCY LEVEL L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 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 5.**

| | | |
|------------------------------------|---------------|--|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
| 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). |

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

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

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| PERFORMANCE STANDARD / MODE | | Craft and Structure |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C 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 STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

| | | |
|------------------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE | | Text Types and Purposes |
|------------------------------------|--|--------------------------------|

EXPECTATION / SUBSTRAND 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.
A-
Literacy.C
CRA.W.2

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

EXPECTATION / SUBSTRAND 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 / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
A-
Literacy.C
CRA.W.5

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE | | Range of Writing |
|------------------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND 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.
A-
Literacy.C
CRA.W.1
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

| | | |
|------------------------------------|--|------------------------------|
| PERFORMANCE STANDARD / MODE | | Knowledge of Language |
|------------------------------------|--|------------------------------|

EXPECTATION / SUBSTRAND 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.
A-
Literacy.C
CRA.L.3

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

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C CRA.L.6 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 / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .5.**

| | | |
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| PERFORMANCE STANDARD / MODE | | Craft and Structure |
|------------------------------------|--|----------------------------|

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

| | | |
|------------------------------------|---------------|---|
| PERFORMANCE STANDARD / 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 / PROFICIENCY 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 / PROFICIENCY LEVEL W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

| | | |
|------------------------------------|--|---|
| PERFORMANCE STANDARD / MODE | | Production and Distribution of Writing |
|------------------------------------|--|---|

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

| | | |
|------------------------------------|--|-------------------------|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .5.**

| | | |
|------------------------------------|--|--|
| PERFORMANCE STANDARD / 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 STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 5.**

| | | |
|------------------------------------|--|---------------------------------------|
| PERFORMANCE STANDARD / MODE | | Vocabulary Acquisition and Use |
|------------------------------------|--|---------------------------------------|

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).