Structure and Style for Students

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

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1.b.i.	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. (CCSS: SL.5.1a)

INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.1 .	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.2 .	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. b.	Use appropriate eye contact and speak clearly at an understandable pace.
EVIDENCE OUTCOMES	RW.5.1.2. d.	Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.b. iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)

INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.3.d.**	**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. (CCSS: L.5.4)**
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.2.3.j.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)**
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA **RW.5.3.** **Writing and Composition**

STANDARD	RW.5.3. 4.	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA **RW.5.4.** **Research Inquiry and Design**

STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.4. 1.b.	**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. (CCSS: W.5.8)**
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA **RW.5.4.** **Research Inquiry and Design**

STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.4. 1.c.	**Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)**

INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**
STANDARD	**RW.5.1.1.**	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**
STANDARD	**RW.5.1.1.**	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.1.1 .b.**	**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. (CCSS: SL.5.1)**
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)

INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.1 .	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.2 .	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. b.	Use appropriate eye contact and speak clearly at an understandable pace.
EVIDENCE OUTCOMES	RW.5.1.2. d.	Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.b. iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)

INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.j.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)

EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)

EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3. 4.a.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)**
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3. 4.b.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)**
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)

EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**

STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.4. 1.c.	**Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)**

INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**

STANDARD	RW.5.1.1 .	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**

EVIDENCE OUTCOMES	RW.5.1.1. a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**

STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1.b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1.b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1.b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.2.	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.2.a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2.b.	Use appropriate eye contact and speak clearly at an understandable pace.
EVIDENCE OUTCOMES	RW.5.1.2.d.	Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.b. iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .b.	**Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)**
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	RW.5.2.3 .	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .c.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)**
INDICATOR	RW.5.2.3. c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	RW.5.2.3 .	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .d.	**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. (CCSS: L.5.4)**
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	RW.5.2.3 .	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.j .	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)

CONTENT AREA	RW.5.3.	**Writing and Composition**

STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4.a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4.a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4.b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**

STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.4. 1.c.	**Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)**
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**

STANDARD	RW.5.1.1 .	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**

EVIDENCE OUTCOMES	RW.5.1.1. a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	**RW.5.1.**	**Oral Expression and Listening**

STANDARD	**RW.5.1.1.**	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.1.1 .b.**	**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. (CCSS: SL.5.1)**
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	**RW.5.1.**	**Oral Expression and Listening**

STANDARD	**RW.5.1.1 .**	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	**RW.5.1.**	**Oral Expression and Listening**

STANDARD	**RW.5.1.2 .**	**Present to express an opinion, persuade, or explain/provide information.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. b.	Use appropriate eye contact and speak clearly at an understandable pace.
EVIDENCE OUTCOMES	RW.5.1.2. d.	Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)

CONTENT AREA	**RW.5.2.**	**Reading for All Purposes**

STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.2.1.a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

CONTENT AREA   **RW.5.2.**   **Reading for All Purposes**

STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.b.	Use Key Ideas and Details to:

INDICATOR	RW.5.2.1.b.ii.	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. (CCSS: RL.5.2)

CONTENT AREA   **RW.5.2.**   **Reading for All Purposes**

STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.c.	Use Craft and Structure to:

INDICATOR	RW.5.2.1.c.ii.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
INDICATOR	RW.5.2.1.c.iii.	Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
INDICATOR	RW.5.2.1.c.iv.	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.

CONTENT AREA   **RW.5.2.**   **Reading for All Purposes**

STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.e.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.5.2.1.e.i.	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. (CCSS: RL.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)
INDICATOR	RW.5.2.3.c.ii.	Compare and contrast the varieties of English (for example: dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.2.3. g.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.

EVIDENCE OUTCOMES	RW.5.2.3.j.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)

INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)

INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

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

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1 .	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1.b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1.b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1.b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.b.	Use Key Ideas and Details to:

INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .c.	Use Craft and Structure to:
INDICATOR	RW.5.2.1. c.ii.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
INDICATOR	RW.5.2.1. c.iii.	Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
INDICATOR	RW.5.2.1. c.iv.	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .e.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.1. e.i.	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. (CCSS: RL.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)
INDICATOR	RW.5.2.3.c.ii.	Compare and contrast the varieties of English (for example: dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
INDICATOR	RW.5.2.3.d.iii.	Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.g.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design

STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1.c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

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

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1.b.i.	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. (CCSS: SL.5.1a)

INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.1 .	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .c.	Use Craft and Structure to:

INDICATOR	RW.5.2.1. c.ii.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
INDICATOR	RW.5.2.1. c.iii.	Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
INDICATOR	RW.5.2.1. c.iv.	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .e.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.1. e.i.	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. (CCSS: RL.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3. c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

INDICATOR	RW.5.2.3.c.ii.	Compare and contrast the varieties of English (for example: dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.3.**	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.3.d.**	**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. (CCSS: L.5.4)**
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.3.**	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.2.3.g.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	**RW.5.3.3.**	**Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	**RW.5.3.4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.3.4.a.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)**
INDICATOR	RW.5.3.4.a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

Colorado Academic Standards (CAS)

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1.b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1.b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1.b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	**RW.5.1.1.**	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	**RW.5.1.2.**	**Present to express an opinion, persuade, or explain/provide information.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. b.	Use appropriate eye contact and speak clearly at an understandable pace.
EVIDENCE OUTCOMES	RW.5.1.2. d.	Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.2.**	**Apply strategies to interpret and analyze various types of informational texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.2 .a.**	**Use Key Ideas and Details to:**
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.2.**	**Apply strategies to interpret and analyze various types of informational texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.2 .b.**	**Use Craft and Structure to:**

INDICATOR	RW.5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.b.iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2.d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.j.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4.a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4.a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4.b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4.d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4.e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4.f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design

STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1.b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1.b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1.c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.b.iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3. c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	**RW.5.3.2.**	**Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	**RW.5.3.4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.3.4.a.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)**
INDICATOR	RW.5.3.4.a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4.a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	**RW.5.3.4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.3.4.b.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)**
INDICATOR	RW.5.3.4.b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	**RW.5.3.4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)

Language Arts

Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.b.	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. (CCSS: SL.5.1)
INDICATOR	RW.5.1.1.b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1.b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1.b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.2.	Present to express an opinion, persuade, or explain/provide information.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.2. a.	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. (CCSS: SL.5.4)
EVIDENCE OUTCOMES	RW.5.1.2. b.	Use appropriate eye contact and speak clearly at an understandable pace.
EVIDENCE OUTCOMES	RW.5.1.2. d.	Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.b. iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2.d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)

INDICATOR	RW.5.2.3. c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.j .	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2 .	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.a.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)**
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	**Writing and Composition**
STANDARD	RW.5.3. 4.	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3. 4.b.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)**
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	**Writing and Composition**
STANDARD	RW.5.3. 4.	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**
STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**

EVIDENCE OUTCOMES	RW.5.4. 1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)
Language Arts
Grade 5 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1 .	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2.d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)

EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	**RW.5.3.**	**Writing and Composition**
STANDARD	**RW.5.3. 4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.3. 4.a.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)**
INDICATOR	RW.5.3.4. a.iii.	Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	**RW.5.3.**	**Writing and Composition**
STANDARD	**RW.5.3. 4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.3. 4.b.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)**
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	**RW.5.3.**	**Writing and Composition**
STANDARD	**RW.5.3. 4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**

STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.4. 1.c.	**Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)**
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**

STANDARD	RW.5.1.1 .	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	**Reading for All Purposes**

STANDARD	RW.5.2.2 .	**Apply strategies to interpret and analyze various types of informational texts.**

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2.d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	**Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)**
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	RW.5.2.3.	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)**
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	RW.5.2.3.	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	**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. (CCSS: L.5.4)**
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.3.	**Writing and Composition**
STANDARD	RW.5.3.2.	**Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)

EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	**Writing and Composition**

STANDARD	RW.5.3.4.	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.4.a.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)**
INDICATOR	RW.5.3.4.a.iii.	Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)
INDICATOR	RW.5.3.4.a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4.a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	**Writing and Composition**

STANDARD	RW.5.3.4.	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.4.b.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)**
INDICATOR	RW.5.3.4.b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	**Writing and Composition**

STANDARD	RW.5.3.4.	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.4.c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4.d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4.e.	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. (adapted from CCSS: W.5.6)

EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**

STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.4. 1.c.	**Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)**
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**

STANDARD	RW.5.1.1 .	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	**Reading for All Purposes**

STANDARD	RW.5.2.1 .	**Apply strategies to interpret and analyze various types of literary texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.e.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.1.e.i.	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. (CCSS: RL.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)

INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.2.3. g.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)

INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)

INDICATOR	RW.5.3.4. a.iii.	Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)

INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1. c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

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

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1.b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2.a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.2. b.ii.	Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
INDICATOR	RW.5.2.2. b.iii.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
INDICATOR	RW.5.2.b. iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
INDICATOR	RW.5.2.2. c.iii.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)

EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)

EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)

INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)

INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)

INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
INDICATOR	RW.5.4.1. a.i.	Summarize and support key ideas.
INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
INDICATOR	RW.5.4.1. a.iii.	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**
STANDARD	**RW.5.1.1 .**	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	**RW.5.2.1 .**	**Apply strategies to interpret and analyze various types of literary texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.1 .b.**	**Use Key Ideas and Details to:**
INDICATOR	RW.5.2.1. b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	**RW.5.2.2 .**	**Apply strategies to interpret and analyze various types of informational texts.**

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.2. b.ii.	Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
INDICATOR	RW.5.2.2. b.iii.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
INDICATOR	RW.5.2.b. iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
INDICATOR	RW.5.2.2. c.iii.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2.d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
INDICATOR	RW.5.4.1. a.i.	Summarize and support key ideas.
INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
INDICATOR	RW.5.4.1. a.iii.	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).

INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**

STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.4. 1.c.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)**
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**

STANDARD	RW.5.1.1 .	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	**Reading for All Purposes**

STANDARD	RW.5.2.1 .	**Apply strategies to interpret and analyze various types of literary texts.**

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2. a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2. a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.2. b.ii.	Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
INDICATOR	RW.5.2.2. b.iii.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
INDICATOR	RW.5.2.b. iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2. c.i.	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. (CCSS: RI.5.7)
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
INDICATOR	RW.5.2.2. c.iii.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2 .	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.2.3 .c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3. c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2 .	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1.a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
INDICATOR	RW.5.4.1. a.i.	Summarize and support key ideas.
INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.

INDICATOR	RW.5.4.1. a.iii.	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.

CONTENT AREA	RW.5.4.	Research Inquiry and Design

STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.b.	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. (CCSS: W.5.8)

INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).

INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	Research Inquiry and Design

STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2.e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.4. 1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

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Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1 .	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3. c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
EVIDENCE OUTCOMES	RW.5.3.2.e.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4.a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4.a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4.a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4.b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4.d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4.e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4.f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1.b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1.b.ii.	Provide documentation of sources used in a grade-appropriate format.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	Oral Expression and Listening

STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.3.	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4.a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4.a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4.a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4.b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4.d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4.e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4.f.	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. (CCSS.W.5.10)

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

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1.b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2.a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)

INDICATOR	RW.5.2.2. b.ii.	Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
INDICATOR	RW.5.2.2. b.iii.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
INDICATOR	RW.5.2.b. iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.2 .**	**Apply strategies to interpret and analyze various types of informational texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.2 .c.**	**Use Integration of Knowledge and Ideas to:**
INDICATOR	RW.5.2.2. c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
INDICATOR	RW.5.2.2. c.iii.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.2 .**	**Apply strategies to interpret and analyze various types of informational texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.2 .d.**	**Use Range of Reading and Complexity of Text to:**
INDICATOR	RW.5.2.2. d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.3 .**	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.3 .b.**	**Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)**
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)

INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3. c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .d.	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. (CCSS: L.5.4)
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.2 .	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4.a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4.a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4.a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4.b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4.d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4.e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4.f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.a.	**Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)**
INDICATOR	RW.5.4.1. a.i.	Summarize and support key ideas.
INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
INDICATOR	RW.5.4.1. a.iii.	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**
STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.b.	**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. (CCSS: W.5.8)**
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**
STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	**Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)**
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1.b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2.a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.2.**	**Apply strategies to interpret and analyze various types of informational texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.2.b.**	**Use Craft and Structure to:**
INDICATOR	RW.5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.2.b.ii.	Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
INDICATOR	RW.5.2.2.b.iii.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
INDICATOR	RW.5.2.b.iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.2.**	**Apply strategies to interpret and analyze various types of informational texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.2.c.**	**Use Integration of Knowledge and Ideas to:**
INDICATOR	RW.5.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
INDICATOR	RW.5.2.2.c.iii.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	**RW.5.2.2.**	**Apply strategies to interpret and analyze various types of informational texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.2.d.**	**Use Range of Reading and Complexity of Text to:**
INDICATOR	RW.5.2.2.d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes	
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)	
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)	
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)	

CONTENT AREA	RW.5.2.	Reading for All Purposes	
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)	
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3a)	

CONTENT AREA	RW.5.2.	Reading for All Purposes	
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)	
INDICATOR	RW.5.2.3.d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)	

CONTENT AREA	RW.5.3.	Writing and Composition	
STANDARD	RW.5.3.2.	Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	

EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
INDICATOR	RW.5.4.1. a.i.	Summarize and support key ideas.
INDICATOR	RW.5.4.1. a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
INDICATOR	RW.5.4.1. a.iii.	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1. b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).
INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1.c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1.	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1.c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1.b.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.2.a.i.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
INDICATOR	RW.5.2.2.a.ii.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.5.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
INDICATOR	RW.5.2.2.b.ii.	Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
INDICATOR	RW.5.2.2.b.iii.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
INDICATOR	RW.5.2.b.iv.	Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.5.2.2.c.ii.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
INDICATOR	RW.5.2.2.c.iii.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.2.	Apply strategies to interpret and analyze various types of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.2.d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.2.d.i.	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. (CCSS: RI.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)

INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.2.	**Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3. 4.a.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)**
INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3. 4.b.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)**
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4.d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4.e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4.f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1.a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)
INDICATOR	RW.5.4.1.a.i.	Summarize and support key ideas.
INDICATOR	RW.5.4.1.a.ii.	Demonstrate comprehension of information with supporting logical and valid inferences.
INDICATOR	RW.5.4.1.a.iii.	Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1.b.	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. (CCSS: W.5.8)
INDICATOR	RW.5.4.1.b.i.	Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models).

INDICATOR	RW.5.4.1. b.ii.	Provide documentation of sources used in a grade-appropriate format.

CONTENT AREA	RW.5.4.	**Research Inquiry and Design**

STANDARD	RW.5.4. 1.	**Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.4. 1.c.	**Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)**
INDICATOR	RW.5.4.1. c.ii.	Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

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Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**

STANDARD	RW.5.1.1 .	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**

STANDARD	RW.5.1.1 .	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1 .b.	**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. (CCSS: SL.5.1)**

INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	Oral Expression and Listening
STANDARD	RW.5.1.1 .	Collaborate in discussions that serve various purposes and address various situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.2.1 .c.	Use Craft and Structure to:
INDICATOR	RW.5.2.1. c.ii.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
INDICATOR	RW.5.2.1. c.iii.	Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
INDICATOR	RW.5.2.1. c.iv.	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1 .	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .e.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.1. e.i.	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. (CCSS: RL.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3 .c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3. c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

INDICATOR	RW.5.2.3. c.ii.	Compare and contrast the varieties of English (for example: dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b)

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	**RW.5.2.3.**	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.3 .d.**	**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. (CCSS: L.5.4)**
INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	**Reading for All Purposes**
STANDARD	**RW.5.2.3.**	**Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.2.3. g.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.

CONTENT AREA	RW.5.3.	**Writing and Composition**
STANDARD	**RW.5.3.3.**	**Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
EVIDENCE OUTCOMES	RW.5.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

CONTENT AREA	RW.5.3.	**Writing and Composition**
STANDARD	**RW.5.3. 4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.3. 4.a.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)**

INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4. b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4. 1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4. 1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

| INDICATOR | RW.5.4.1. c.i. | Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a) |

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		**Prepared Graduates in Reading, Writing, and Communicating**
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**
STANDARD	RW.5.1.1.	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. a.	Listen to others' ideas and form their own opinions.

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**
STANDARD	RW.5.1.1.	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1 .b.	**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. (CCSS: SL.5.1)**
INDICATOR	RW.5.1.1. b.i.	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. (CCSS: SL.5.1a)
INDICATOR	RW.5.1.1. b.ii.	Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
INDICATOR	RW.5.1.1. b.iii.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)

CONTENT AREA	RW.5.1.	**Oral Expression and Listening**
STANDARD	RW.5.1.1.	**Collaborate in discussions that serve various purposes and address various situations.**

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1. a.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .b.	Use Key Ideas and Details to:
INDICATOR	RW.5.2.1. b.ii.	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. (CCSS: RL.5.2)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1 .c.	Use Craft and Structure to:
INDICATOR	RW.5.2.1. c.ii.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
INDICATOR	RW.5.2.1. c.iii.	Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)
INDICATOR	RW.5.2.1. c.iv.	Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.1.	Apply strategies to interpret and analyze various types of literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.1.e.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.5.2.1.e.i.	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. (CCSS: RL.5.10)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
INDICATOR	RW.5.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
INDICATOR	RW.5.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)
INDICATOR	RW.5.2.3.c.i.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)
INDICATOR	RW.5.2.3.c.ii.	Compare and contrast the varieties of English (for example: dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b)

CONTENT AREA	RW.5.2.	Reading for All Purposes
STANDARD	RW.5.2.3.	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.2.3.d.	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. (CCSS: L.5.4)

INDICATOR	RW.5.2.3. d.i.	Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

CONTENT AREA	RW.5.2.	Reading for All Purposes

STANDARD	RW.5.2.3 .	Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.2.3. g.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3.3 .	Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.5.3.3. a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)

EVIDENCE OUTCOMES	RW.5.3.3. e.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)

INDICATOR	RW.5.3.4. a.i.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)

INDICATOR	RW.5.3.4. a.iv.	Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

INDICATOR	RW.5.3.4. a.vi.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)

CONTENT AREA	RW.5.3.	Writing and Composition

STANDARD	RW.5.3. 4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
INDICATOR	RW.5.3.4.b.v.	Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

CONTENT AREA	RW.5.3.	Writing and Composition
STANDARD	RW.5.3.4.	Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.3.4.c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4.d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4.e.	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. (adapted from CCSS: W.5.6)
EVIDENCE OUTCOMES	RW.5.3.4.f.	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. (CCSS.W.5.10)

CONTENT AREA	RW.5.4.	Research Inquiry and Design
STANDARD	RW.5.4.1.	Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.5.4.1.c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
INDICATOR	RW.5.4.1.c.i.	Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)

UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245

Colorado Academic Standards (CAS)
Language Arts
Grade **5** - Adopted: **2018**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

CONTENT AREA	**RW.5.1.**	**Oral Expression and Listening**

STANDARD	**RW.5.1.1.**	**Collaborate in discussions that serve various purposes and address various situations.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.1.1. c.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT AREA	**RW.5.2.**	**Reading for All Purposes**

STANDARD	**RW.5.2.2.**	**Apply strategies to interpret and analyze various types of informational texts.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	**RW.5.2.2 .b.**	**Use Craft and Structure to:**
INDICATOR	RW.5.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)

CONTENT AREA	**RW.5.3.**	**Writing and Composition**

STANDARD	**RW.5.3.2 .**	**Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**
EVIDENCE OUTCOMES	RW.5.3.2. a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
EVIDENCE OUTCOMES	RW.5.3.2. b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
EVIDENCE OUTCOMES	RW.5.3.2. d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

CONTENT AREA	**RW.5.3.**	**Writing and Composition**

STANDARD	**RW.5.3. 4.**	**Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		**Evidence Outcomes**

EVIDENCE OUTCOMES	RW.5.3.4. c.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)
EVIDENCE OUTCOMES	RW.5.3.4. d.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)
EVIDENCE OUTCOMES	RW.5.3.4. f.	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. (CCSS.W.5.10)