

Structure and Style for Students

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

Connecticut State Standards
Language Arts
 Grade 5 - Adopted: 2010

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.SL Speaking and Listening Standards .5.**

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR RF.5.4(a) Read on-level text with purpose and understanding.

INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.SL Speaking and Listening Standards**
.5.

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

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

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

**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

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

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

INDICATOR SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.5.**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR W.5.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR W.5.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATOR W.5.3(e) Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXPECTATION W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

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

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

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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INDICATOR	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.5.**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD CT.CC.RFReading Standards: Foundational Skills .5.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 5.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR W.5.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR W.5.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATOR W.5.3(e) Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 5.

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXPECTATION W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 5.

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR W.5.9(a) Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

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

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

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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INDICATOR SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

INDICATOR SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

INDICATOR L.5.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

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

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

Connecticut State Standards
Language Arts
 Grade 5 - Adopted: 2010

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

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

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

INDICATOR SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

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

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.RF Reading Standards: Foundational Skills
.5.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR RF.5.4(a) Read on-level text with purpose and understanding.

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

**DOMAIN /
CONTENT
STANDARD** **CT.CC.W. Writing Standards
5.**

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

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

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

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

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

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

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

**Connecticut State Standards
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Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

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

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

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

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN / CONTENT STANDARD	CT.CC.L. Language Standards 5.	

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

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

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXPECTATION W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.W. Writing Standards
5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**DOMAIN /
CONTENT
STANDARD** **CT.CC.W. Writing Standards
5.**

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

**DOMAIN /
CONTENT
STANDARD** **CT.CC.S Speaking and Listening Standards
L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually,
EXPECTATION quantitatively, and orally.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR L.5.1(c) Use verb tense to convey various times, sequences, states, and conditions.

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

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

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
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INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

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

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Language Arts
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature**
L.5.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills**
.5.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

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

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
------------------------	--	--

GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
------------------------	--	-------------------------

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

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
------------------------	--	--

GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
------------------------	--	--

GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
------------------------	--	---------------------------------------

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

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

STATE FRAMEWORK		Key Ideas and Details
------------------------	--	------------------------------

GRADE LEVEL EXPECTATION RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
------------------------	--	----------------------------

GRADE LEVEL EXPECTATION RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
------------------------	--	--

GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
------------------------	--	---

GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
------------------------	--	--

GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
------------------------	--	--

GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
------------------------	--	-------------------------

GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Comprehension and Collaboration
------------------------	--	--

GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
------------------------	--	--

GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
------------------------	--	--

GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Knowledge of Language
------------------------	--	------------------------------

GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
------------------------	--	---------------------------------------

GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
------------------------	--	---------------------------------------

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

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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
5.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

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

INDICATOR W.5.2(e) Provide a concluding statement or section related to the information or explanation presented.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
5.

STATE FRAMEWORK		Production and Distribution of Writing
------------------------	--	---

GRADE LEVEL EXPECTATION W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXPECTATION W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
5.

STATE FRAMEWORK		Research to Build and Present Knowledge
------------------------	--	--

GRADE LEVEL EXPECTATION W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.W. Writing Standards
5.**

STATE FRAMEWORK		Range of Writing
------------------------	--	-------------------------

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

**DOMAIN /
CONTENT
STANDARD** **CT.CC.S Speaking and Listening Standards
L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
------------------------	--	--

GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Conventions of Standard English
------------------------	--	--

GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN /
CONTENT
STANDARD** **CT.CC.L. Language Standards
5.**

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**DOMAIN /
CONTENT
STANDARD****CT.CC.W. Writing Standards
5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN /
CONTENT
STANDARD****CT.CC.W. Writing Standards
5.**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**DOMAIN /
CONTENT
STANDARD****CT.CC.W. Writing Standards
5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**DOMAIN /
CONTENT
STANDARD****CT.CC.W. Writing Standards
5.**

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

**DOMAIN /
CONTENT
STANDARD****CT.CC.S Speaking and Listening Standards
L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 5.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards 5.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR W.5.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
------------------------	--	--

GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

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

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**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

STATE FRAMEWORK		Key Ideas and Details
------------------------	--	------------------------------

GRADE LEVEL EXPECTATION RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
------------------------	--	----------------------------

GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
------------------------	--	---

GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Comprehension and Collaboration
------------------------	--	--

GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
------------------------	--	--

GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Vocabulary Acquisition and Use
------------------------	--	---------------------------------------

GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text
.5.**

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text
.5.**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text
.5.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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INDICATOR W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

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

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

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

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**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**DOMAIN /
CONTENT
STANDARD**

**CT.CC.RF Reading Standards: Foundational Skills
5.**

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W. Writing Standards
5.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR W.5.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR W.5.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATOR W.5.3(e) Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W. Writing Standards
5.**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**DOMAIN /
CONTENT
STANDARD**

**CT.CC.W. Writing Standards
5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
5.

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

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

INDICATOR SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

INDICATOR L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
5.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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INDICATOR	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Connecticut State Standards
Language Arts
Grade 5 - Adopted: 2010**

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

STATE FRAMEWORK		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.5.**

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.5.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .5.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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INDICATOR	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATOR	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATOR	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 5.**

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.SL Speaking and Listening Standards .5.**

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.5.**

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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INDICATOR	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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INDICATOR	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 5.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text**
.5.

STATE FRAMEWORK		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
5.

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
5.

STATE FRAMEWORK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
5.

STATE FRAMEWORK		Range of Writing
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.5.

STATE FRAMEWORK		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
CONTENT
STANDARD**

**CT.CC.L. Language Standards
5.**

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