Main Criteria: Structure and Style for Students Secondary Criteria: Connecticut State Standards

> Subject: Language Arts Grade: 5

# 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

**EXPECTATION** 

**STANDARD** 

CT.CC.RI Reading Standards for Informational Text .5.

STATE FRAMEWORK		Key Ideas and Details
CDADE I EVE	DI 5 2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text

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

STATE FRAMEWORK	Craft and Structure
GRADE LEVEL 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 / CT.CC.RI Reading Standards for Informational Text CONTENT .5. **STANDARD**

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

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

STATE FRAMEWORK	Fluency
GRADE LEVEL EXPECTATION	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 / CT.CC.W. Writing Standards CONTENT 5. **STANDARD** STATE **Text Types and Purposes FRAMEWORK GRADE LEVEL** W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **EXPECTATION 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 /** CT.CC.W. Writing Standards CONTENT 5. **STANDARD** STATE **Production and Distribution of Writing FRAMEWORK GRADE LEVEL** W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and **EXPECTATION** audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, **EXPECTATION** editing, rewriting, or trying a new approach. DOMAIN / CT.CC.W. Writing Standards CONTENT **STANDARD** STATE Research to Build and Present Knowledge **FRAMEWORK GRADE LEVEL** W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize **EXPECTATION** or paraphrase information in notes and finished work, and provide a list of sources. DOMAIN / CT.CC.W. Writing Standards CONTENT **STANDARD** STATE Research to Build and Present Knowledge **FRAMEWORK GRADE LEVEL** W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **EXPECT ATION** 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

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 .5.	Speaking and Listening Standards
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 L.5.	Speaking and Listening Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
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. 5.	Language Standards

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 2: WRITING FROM NOTES Week 2 Page 19-30
		Connecticut State Standards
		Language Arts
		Grade 5 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI .5.	Reading Standards for Informational Text
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 .5.	Reading Standards for Informational Text
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 .5.	Reading Standards for Informational Text
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 .5.	Reading Standards for Informational Text
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 .5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

**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
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	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

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.

# $\ensuremath{\mathsf{CT.CC.SL}}$ 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	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 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

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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. 5.	Language Standards
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. 5.	Language Standards
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. 5.	Language Standards
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

Grade **5** - Adopted: **20**3

DOMAIN / CONTENT STANDARD

**EXPECTATION** 

CT.CC.RI Reading Standards for Informational Text .5.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL	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 / CT.CC.RI Reading Standards for Informational Text .5.
STANDARD

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.

# 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.RFReading Standards: Foundational Skills

.5.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION		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

GRADE LEVEL 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.

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** 

STATE

CT.CC.SL Speaking and Listening Standards

Comprehension and Collaboration

**FRAMEWORK** 

GRADE LEVEL EXPECTATION		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

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

remarks of others.

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. 5.	Language Standards
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. 5.	Language Standards
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. 5.	Language Standards
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. 5.	Language Standards
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. 5.	Language Standards
STATE		Vocabulary Acquisition and Use

**GRADE LEVEL** L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including **EXPECTATION** those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44 Connecticut State Standards Language Arts Grade 5 - Adopted: 2010 DOMAIN / CT.CC.R Reading Standards for Literature CONTENT L.5. STANDARD STATE **Key Ideas and Details FRAMEWORK** GRADE LEVEL 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 **EXPECTATION** respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CT.CC.R Reading Standards for Literature DOMAIN / CONTENT **STANDARD** 

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

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

CONTENT

**STANDARD** 

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION		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 /	CT.CC.W.	Writing Standards

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.

# 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

# $\ensuremath{\mathsf{CT.CC.SL}}$ Speaking and Listening Standards .5.

STANDARD

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 L.5.	Speaking and Listening Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	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 / CT.CC.L. Language Standards 5. STANDARD

STATE FRAMEWORK
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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. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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. 5.	Language Standards
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 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Connecticut State Standards  Language Arts  Grade 5 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details

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

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

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.

CT.CC.RFReading Standards: Foundational Skills

**Text Types and Purposes** 

.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

STATE

CT.CC.W. Writing Standards

GRADE LEVEL EXPECTATION

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

NDD :

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

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]").
	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION		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.
	CT.CC.SL 5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
	CT.CC.S :	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION		Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	CT.CC.L. 5.	Language Standards
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.
	CT.CC.L. 5.	Language Standards
STATE		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 ST ANDARD	CT.CC.L. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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 ST ANDARD	CT.CC.L. 5.	Language Standards
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,
EXPECIATION		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
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.

# 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.RFReading Standards: Foundational Skills

.5.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION		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

STATE Production and Distribution of Writing FRAMEWORK	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.

## 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.SL Speaking and Listening Standards

г.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.

# CT.CC.L. Language Standards 5.

STATE FRAMEWORK	Conventions of Standard English	
GRADE LEVEL EXPECTATION	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	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

5.

CT.CC.L. Language Standards

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.

TANDARD

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 7 Page 61-68

GRADE LEVEL EXPECTATION

W.5.2.

# CT.CC.RI Reading Standards for Informational Text

STANDARD	.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 .5.	Reading Standards for Informational Text
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 .5.	Reading Standards for Informational Text
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 .5.	Reading Standards for Informational Text
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 .5.	Reading Standards: Foundational Skills
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. 5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
	II .	

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.

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.

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

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.

# $\ensuremath{\mathsf{CT.CC.SL}}$ 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	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.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	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

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including

# **EXPECTATION** 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 Language Arts

Grade 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD

**EXPECTATION** 

CT.CC.RI Reading Standards for Informational Text .5.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL	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 / CT.CC.RI Reading Standards for Informational Text CONTENT **STANDARD** 

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.

# 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.RFReading Standards: Foundational Skills

.5.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION		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

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. 5.	Writing Standards
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. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	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. 5.	Writing Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
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.

 $\label{eq:location} \text{INDICATOR} \qquad \quad \text{L.5.1(d)} \qquad \text{Recognize and correct inappropriate shifts in verb tense.}$ 

#### CT.CC.L. Language Standards 5.

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

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

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

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	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

STATE Vocabulary Acquisition and Use **FRAMEWORK GRADE LEVEL** L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

**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.

5 reading and content, choosing flexibly from a range of strategies.

DOMAIN / CONTENT **STANDARD** 

**EXPECT ATION** 

CT.CC.L. Language Standards

STATE Vocabulary Acquisition and Use

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

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

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

DOMAIN / CONTENT **STANDARD** 

STATE

**FRAMEWORK** 

CT.CC.RI Reading Standards for Informational Text .5.

**Key Ideas and Details** 

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

DOMAIN /
CONTENT
<b>STANDARD</b>

INDICATOR

# CT.CC.RI Reading Standards for Informational Text .5.

STANDARD		
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 .5.	Reading Standards for Informational Text
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 .5.	Reading Standards for Informational Text
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
STATE		
FRAMEWORK		Fluency
	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FRAMEWORK  GRADE LEVEL		
FRAMEWORK  GRADE LEVEL EXPECTATION	RF.5.4(a)	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECT ATION	RF.5.4(a)	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT	RF.5.4(a)  RF.5.4(c)  CT.CC.W.	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	RF.5.4(a)  RF.5.4(c)  CT.CC.W.	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	RF.5.4(a)  RF.5.4(c)  CT.CC.W. 5.	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECT ATION	RF.5.4(a)  RF.5.4(c)  CT.CC.W. 5.	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

 $W.5.2 (d) \qquad \text{Use precise language and domain-specific vocabulary to inform about or explain the topic.} \\$ 

STATE

**FRAMEWORK** 

#### CT.CC.W. Writing Standards 5.

**Production and Distribution of Writing** 

/.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task purpose and

**GRADE LEVEL** W.5.4. **EXPECTATION** audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

**GRADE LEVEL** W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as **EXPECTATION** 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 W.5.9. EXPECTATION	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

STATE Comprehension and Collaboration **FRAMEWORK** GRADE LEVEL SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECTATION** 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 L.5.	Speaking and Listening Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
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. 5.	Language Standards
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. 5.	Language Standards
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

# Connecticut State Standards Language Arts

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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

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).

# 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.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.5.2.	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

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
<b>STANDARD</b>

#### CT.CC.W. Writing Standards

5.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		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** 

5.

CT.CC.W. Writing Standards

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

quantitatively, and orally.

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

DOMAIN / CONTENT **STANDARD** 

5.

L.5.1(d)

**EXPECTATION** 

CT.CC.L. Language Standards

STATE Conventions of Standard English **FRAMEWORK GRADE LEVEL** L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECT ATION** speaking. **INDICATOR** L.5.1(c) Use verb tense to convey various times, sequences, states, and conditions.

DOMAIN / CONTENT **STANDARD** 

**INDICATOR** 

CT.CC.L. Language Standards

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

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

Recognize and correct inappropriate shifts in verb tense.

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. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

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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,

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

Orace of Adopted. 20.

DOMAIN / CONTENT STANDARD

**STANDARD** 

GRADE LEVEL

**EXPECTATION** 

L.5.6.

CT.CC.RI Reading Standards for Informational Text .5.

moreover, in addition).

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

STATE Integration of Knowledge and Ideas FRAMEWORK
--

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 .5.	Reading Standards for Informational Text
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
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECT ATION	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. 5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	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. 5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing

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. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	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. 5.	Writing Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
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.

STATE **FRAMEWORK** 

CT.CC.L. Language Standards 5.

**GRADE LEVEL** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECT ATION** 

**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	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** 

5.

CT.CC.L. Language Standards

STATE Vocabulary Acquisition and Use **FRAMEWORK GRADE LEVEL** L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including

**EXPECTATION** those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

## Connecticut State Standards Language Arts

Grade 5 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** 

CT.CC.R Reading Standards for Literature L.5.

STATE Range of Reading and Level of Text Complexity **FRAMEWORK GRADE LEVEL** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the RL.5.10. **EXPECTATION** 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		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

STATE FRAMEWORK

## CT.CC.W. Writing Standards 5.

rext	Types	anu	Purpo	ses

GRADE LEVEL 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

T 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	Comprehension and Collaboration
FRAMEWORK	

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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
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. 5.	Language Standards
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 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

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

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

L.5.	
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STATE FRAMEWORK		Key Ideas and Details
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

ວ.			

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 RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. EXPECTATION

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.

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
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. 5.	Writing Standards
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.
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. 5.	Writing Standards
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. 5.	Writing Standards
CONTENT		Writing Standards  Range of Writing
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	<b>5.</b> W.5.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT	<ul><li>5.</li><li>W.5.10.</li><li>CT.CC.S</li></ul>	Range of Writing  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.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE	<ul><li>5.</li><li>W.5.10.</li><li>CT.CC.S</li></ul>	Range of Writing  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.  Speaking and Listening Standards
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	5.  W.5.10.  CT.CC.S L.5.	Range of Writing  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.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually,
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD	5.  W.5.10.  CT.CC.S L.5.  SL.5.2.	Range of Writing  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.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  DOMAIN / CONTENT STANDARD  STATE STANDARD	SL.5.2.  CT.CC.L. 5.	Range of Writing  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.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Language Standards

INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
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. 5.	Language Standards
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. 5.	Language Standards
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. 5.	Language Standards
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 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134
		Connecticut State Standards Language Arts

Grade 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature L.5.

STATE	Key Ideas and Details	

FRAMEWORK		
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.

## 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

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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	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

**EXPECTATION** 

## CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and
EXPECTATION		technical texts, 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	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. 5.	Writing Standards
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. 5.	Writing Standards
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.

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.

CT.CC.W. Writing Standards

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.
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	Research to Build and Present Knowledge
FRAMEWORK	

GRADE LEVEL EXPECT ATION	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. 5.	Writing Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXI EOTATION		

DOMAIN /
CONTENT
<b>STANDARD</b>

## CT.CC.L. Language Standards 5.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).

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

## Connecticut State Standards Language Arts

Grade 5 - Adopted: 2010

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

STATE Key Ideas and Details FRAMEWORK

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

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

STANDARD .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.

CT.CC.RI Reading Standards for Informational Text

NTENT	.5.			
ANDARD				

STATE FRAMEWORK		Integration of Knowledge and Ideas
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.
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

.5.

CT.CC.RI Reading Standards for Informational Text

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.RFReading Standards: Foundational Skills .5.

STATE
FRAMEWORK

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		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.

CT.CC.W. Writing Standards

5.

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

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.
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.

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

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.

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.
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

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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.

Knowledge of Language STATE FRAMEWORK

**GRADE LEVEL** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECT ATION** 

**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

Vocabulary Acquisition and Use STATE **FRAMEWORK GRADE LEVEL** L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 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

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 7: INVENTIVE WRITING Week 16 Page 139-146

## Connecticut State Standards Language Arts

Grade 5 - Adopted: 2010

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.

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.

L.5.

CT.CC.S Speaking and Listening Standards

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

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

Conventions of Standard English

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.

ANDARD

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	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.

UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

STATE

**FRAMEWORK** 

**GRADE LEVEL** 

**EXPECTATION** 

W.5.2.

## CT.CC.W. Writing Standards 5.

**Text Types and Purposes** 

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	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 /

**EXPECTATION** 

## CT.CC.S Speaking and Listening Standards

TENT L.5.

CONTENT STANDARD

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. 5.	Language Standards
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. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	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.
		UNIT 7: INVENTIVE WRITING Week 18 Page 153-158
		Connecticut State Standards
		Language Arts
		Grade 5 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
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.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event

INDICATOR

W.5.3(a)

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. 5.	Writing Standards
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. 5.	Writing Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
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 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		Connecticut State Standards  Language Arts  Grade 5 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
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 / CT.CC.RI Reading Standards for Informational Text .5.
STANDARD

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

STATE Craft and Structure FRAMEWORK	
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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.
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.

## 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.RFReading Standards: Foundational Skills

.5.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION		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		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.

CT.CC.W. Writing Standards

5.

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

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.
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.

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

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.

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.
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

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	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.

Knowledge of Language STATE FRAMEWORK

**GRADE LEVEL** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECT ATION** 

**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

Vocabulary Acquisition and Use STATE **FRAMEWORK GRADE LEVEL** L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 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

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 8: FORMAL ESSAY MODELS Week 20 Page 177-194

## Connecticut State Standards Language Arts

Grade 5 - Adopted: 2010

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

NT L.5.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL	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

**EXPECTATION** 

 ${\bf CT.CC.RI} \ {\bf Reading} \ {\bf Standards} \ {\bf for} \ {\bf Informational} \ {\bf Text}$ 

.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	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

TENT .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 RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. EXPECTATION

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.RFReading Standards: Foundational Skills

.5.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION		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
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. 5.	Writing Standards
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.
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. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	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. 5.	Writing Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
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. 5.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards	
STATE FRAMEWORK		Knowledge of Language	
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECT ATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
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. 5.	Language Standards	
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 8: FORMAL ESSAY MODELS Week 21 Page 195-216	
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	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

EXPECTATION

## 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

## $\ensuremath{\mathsf{CT.CC.RI}}$ 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

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

## ${\it CT.CC.RFReading Standards: Foundational Skills.5}. \\$

STATE FRAMEWORK	Fluency	
GRADE LEVEL EXPECTATION	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. 5.	Writing Standards
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. 5.	Writing Standards
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	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

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

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

STATE FRAMEWORK	Research to Build and Present Knowledge
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GRADE LEVEL EXPECT ATION	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. 5.	Writing Standards
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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	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. 5.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXI EOTATION		

DOMAIN /
CONTENT
<b>STANDARD</b>

## CT.CC.L. Language Standards 5.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).

## UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

## 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 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	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 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.

## 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

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	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.

FRAMEWORK	
GRADE LEVEL W.5.9. Draw EXPECTATION	w 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
<b>STANDARD</b>

## CT.CC.W. Writing Standards

_	 _	 	 	. 3	 	 
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	CT.CC.SI	L Speaking and Listening Standards

## **STANDARD**

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.L. Language Standards

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	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. 5.	Language Standards
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. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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. 5.	Language Standards
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 9: FORMAL CRITIQUE Week 23 Page 233-244
		Connecticut State Standards
		Language Arts Grade 5 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details

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 L.5.	Reading Standards for Literature
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.

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.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
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
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 ST ANDARD	CT.CC.W. 5.	Writing Standards
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 .5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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 L.5.	Speaking and Listening Standards
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. 5.	Language Standards

STATE FRAMEWORK

**Conventions of Standard English** 

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

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.

#### DOMAIN / CONTENT **STANDARD**

STATE

## CT.CC.W. Writing Standards

Range of Writing **FRAMEWORK GRADE LEVEL** W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

## DOMAIN / CONTENT **STANDARD**

**EXPECTATION** 

## 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.

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## 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).