Main Criteria: Structure and Style for Students Secondary Criteria: Washington DC Academic Standards Subject: Language Arts

Grade: 5

Structure and Style for Students

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

Washington DC Academic Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity

STUDENT 5.RI.10. EXPECTATION / ESSENTIAL SKILL

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

CONTENT	DC.CC.5.	Reading Standards: Foundational Skills
STANDARD /	RF.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.

CONTENT	DC.CC.5. Writing Standards
STANDARD /	W.
STRAND / DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT	DC.CC.5.	Writing Standards
STANDARD /	W.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL	Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 5.W.9.b. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT	DC.CC.5. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.5.	Speaking	and	Listening	Standards
STANDARD /	SL.				
STRAND /					
DISCIPLINE					

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
EXPECTATION	5.SL.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.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT	DC.CC.5. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	

STANDARD /
ESSENTIALComprehension and CollaborationSTUDENT
EXPECTATION /
ESSENTIAL
SKILL5.SL.2.Summarize a written text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.

CONTENT	DC.CC.5. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
STUDENT EXPECTATION /	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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ESSENTIAL
SKILL
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DISCIPLINE

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND /

DISCIPLINE

ST ANDARD / ESSENT IAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT	DC.CC.5. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENTIAL SKILL		Fluency

STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
EXPECTATION	5.SL.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.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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 3 Page 31-36
		Washington DC Academic Standards Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT5.RI.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).ESSENTIAL
SKILLStart

CONTENT DC.CC.5. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT	DC.CC.5.	Reading Standards: Foundational Skills
STANDARD /	RF.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT	DC.CC.5.	Writing Standards
STANDARD /	W.	
STRAND /		
DISCIPLINE		

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND /	DC.CC.5. W.	Writing Standards

STANDARD /		
ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / STRAND /		Writing Standards Range of Writing
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENT IAL		
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	W. 5.W.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT ST ANDARD / ST ANDARD /	W. 5.W.10. DC.CC.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.
ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT ST ANDARD / DISCIPLINE ST ANDARD / ESSENTIAL	W. 5.W.10. DC.CC.5. SL. 5.SL.1.	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

EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.5. Language Standards	
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL	Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT	DC.CC.5. Language Standards
STANDARD /	L.
STRAND / DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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 4 Page 37-44

Washington DC Academic Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading	Standards	for Literatu	re

ST ANDARD / ESSENT IAL SKILL Key Ideas and Details

STUDENT5.RL.2.Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or dramaEXPECTATION /respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.ESSENTIALSKILL

CONTENT DC.CC.5. Reading Standards for Literature STANDARD / RL. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT5.W.10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.ESSENTIALSKILL

CONTENT	DC.CC.5.	Speaking	and Liste	ening Standards
STANDARD /	SL.			
STRAND /				
DISCIPLINE				

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
EXPECTATION	5.SL.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.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

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

Washington DC Academic Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENT IAL SKILL		Fluency

STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing a well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT	DC.CC.5.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
EXPECTATION	5.SL.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.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.b. 5.SL.1.c.	Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the
EXPECTATION CONTENT ST ANDARD / ST RAND /	5.SL.1.c. DC.CC.5.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
EXPECTATION CONTENT ST ANDARD / ST RAND / DISCIPLINE ST ANDARD / ESSENTIAL	5.SL.1.c. DC.CC.5.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

STANDARD / ESSENTIAL		Conventions of Standard English
SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
ST UDENT EXPECT ATION / ESSENT IAL SKILL	5.L.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.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	5.L.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.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		Washington DC Academic Standards Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills

ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL	5.SL.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.
SKILL		
	5.SL.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.
SKILL	5.SL.1.a. 5.SL.1.b.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
SKILL		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.
SKILL EXPECTATION EXPECTATION	5.SL.1.b. 5.SL.1.c.	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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the
SKILL EXPECTATION EXPECTATION EXPECTATION CONTENT ST AND ARD / ST RAND /	5.SL.1.b. 5.SL.1.c. DC.CC.5.	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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SKILL EXPECTATION EXPECTATION EXPECTATION EXPECTATION CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL	5.SL.1.b. 5.SL.1.c. DC.CC.5.	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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

SKILL

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

Washington DC Academic Standards Language Arts

Grade 5 - Adopted: 2010

		Crade 5 - Adopted, 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT 5.RI.10. EXPECTATION / ESSENTIAL SKILL

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

CONTENT	DC.CC.5.	Reading	Standards: Foundational Skills
STANDARD /	RF.		
STRAND /			
DISCIPLINE			

ST ANDARD /
SSENTIAL
SKILLFluencyST UDENT
EXPECT ATION
/ ESSENTIAL
SKILLS.RF.4.Read with sufficient accuracy and fluency to support comprehension.EXPECTATIONS.RF.4.a.Read on-level text with purpose and understanding.

EXPECTATION 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT	DC.CC.5.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.

STUDENT	5.W.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
ESSENTIAL		minimum of two pages in a single sitting.
SKILL		

CONTENT STANDARD / STRAND /	DC.CC.5. Writing Standards W.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT	DC.CC.5.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

STANDARD / ESSENTIAL SKILL	Research to Build and Pres	ent Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	9. Draw evidence from literary	or informational texts to support analysis, reflection, and research.

EXPECTATION 5.W.9.b. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT DC.CC.5. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.5.	Speaking	and	Listening	Standards
STANDARD /	SL.			-	
STRAND /					

DISCIPLINE
ST ANDARD / Comprehe

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.

EXPECTATION 5.SL.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.

EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.5. Language Standards	
STANDARD /	L.	
STRAND /		
DISCIPLINE		

STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT	DC.CC.5. Language Standards
STANDARD /	L.
STRAND / DISCIPLINE	-

STANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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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Washington DC Academic Standards Language Arts Grade 5 - Adopted: 2010

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading	Standards f	or Informatio	nal Text

ST ANDARD / ESSENTIAL SKILL Key Ideas and Details

STUDENT	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
EXPECTATION /		
ESSENTIAL		
SKILL		

CONTENT DC.CC.5. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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CONTENT DC.CC.5. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and

STUDENT	5.RI.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.
ESSENTIAL		
SKILL		

CONTENT	DC.CC.5.	Reading Standards: Foundational Ski	ills
STANDARD /	RF.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards

ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL		Knowledge of Language

SKILL	
STUDENT EXPECTATION / ESSENTIAL SKILL	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT	DC.CC.5.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT	DC.CC.5. Language Standards
STANDARD /	L.
STRAND / DISCIPLINE	_

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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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Grade 5 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

SKILL

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD /		Craft and Structure

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT DC.CC.5. Writing Standards STANDARD / W. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
EXPECTATION	5.SL.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.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Presentation of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

	eaning of unknown and multiple-meaning words and phrases based on grade bosing flexibly from a range of strategies.
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EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
		Washington DC Academic Standards
		Language Arts
		Grade 5 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT5.RI.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).ESSENTIAL
SKILLStart

CONTENT DC.CC.5. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT	DC.CC.5.	Reading Standards: Foundational Skills
STANDARD /	RF.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT	DC.CC.5.	Writing Standards
STANDARD /	W.	
STRAND /		
DISCIPLINE		

DISCIPLINE

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND /	DC.CC.5. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD /	DC.CC.5. W.	Writing Standards
STRAND / DISCIPLINE	vv.	
	vv.	Range of Writing
DISCIPLINE STANDARD / ESSENTIAL	5.W.10.	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.
DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	5.W.10. DC.CC.5.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT	DC.CC.5.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		Washington DC Academic Standards Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT	DC.CC.5.	Reading Standards: Foundational Skills	
STANDARD /	RF.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.

		topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD /	DC.CC.5. W.	Writing Standards

5.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

STANDARD / STRAND / DISCIPLINE

EXPECTATION

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

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

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

Washington DC Academic Standards

Language Arts

Grade ${\bf 5}$ - Adopted: ${\bf 2010}$

CONTENT STANDARD /	DC.CC.5. RL.	Reading Standards for Literature
STRAND / DISCIPLINE		
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT	DC.CC.5	Writing Standards

DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
ESSENTIAL	5.W.10.	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.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT ST ANDARD / ST RAND /	DC.CC.5.	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.

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.

EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	÷.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION ESSENTIAL SKILL	5.L.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

Washington DC Academic Standards Language Arts Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure

STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.

EXPECTATION 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

STUDENT5.W.8.Recall relevant information from experiences or gather relevant information from print and digital sources; summarizeEXPECTATION /or paraphrase information in notes and finished work, and provide a list of sources.ESSENTIALSKILL

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 5.W.9.b.

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

CONTENT	DC.CC.5. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.5. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	DC.CC.5.	Language	Standards
STANDARD /	L.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 5.L.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

EXPECTATION 5.L.1.d. Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.5.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENT IAL SKILL	Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT	DC.CC.5.	Language Standards	
STANDARD /	L.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT	DC.CC.5. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text

ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENTIAL SKILL		Fluency
ESSENTIAL	5.RF.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL		
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.a.	Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	5.RF.4.a. 5.RF.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	5.RF.4.a. 5.RF.4.c. DC.CC.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.
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / DISCIPLINE STANDARD / ESSENTIAL	5.RF.4.a. 5.RF.4.c. DC.CC.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
ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	5.RF.4.a. 5.RF.4.c. DC.CC.5. 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 Text Types and Purposes

EXPECTATION 5.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

EXPECTATION 5.W.9.b. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT DC.CC.5. Writing Standards STANDARD / W. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECT ATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5120	Snell grade-appropriate words correctly consulting references as peeded

EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT	DC.CC.5.	Language	Standards
STANDARD /	L.		
STRAND /			
DISCIPLINE			

STANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT	DC.CC.5. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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

Washington DC Academic Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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).

STUDENT	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION /		
ESSENTIAL		
SKILL		

CONTENT	DC.CC.5. Reading Standards for Informational Text
STANDARD /	RI.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT	DC.CC.5.	Reading	Standards: F	oundational	Skills
STANDARD /	RF.				
STRAND /					
DISCIPLINE					

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT	DC.CC.5.	Writing Sta	andards
STANDARD /	W.		
STRAND /			

DISCIPLINE STANDARD / Text Types and Purposes

ESSENTIAL SKILL		
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	5.L.3.a.	Expand. combine. an	d reduce sentences for meaning.	reader/listener interest, and style.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.

EXPECTATION 5.L.4.a.

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

CONTENT	DC.CC.5. Language Standards
STANDARD / STRAND /	L.
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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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CONTENT	DC.CC.5.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

CONTENT DC.CC.5. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECT ATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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		Language Arts
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL		Text Types and Purposes

ESSENTIAL SKILL STUDENT EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
/ ESSENTIAL SKILL	

EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DC.CC.5. Speaking and Listening Standards / SL.

ST ANDARD / ST RAND / DISCIPLINE

CONTENT

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD /	DC.CC.5.	Language Standards

CONTENT DC.CC.5. Language Sta STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.5.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL	Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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CONTENT	DC.CC.5.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards

ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD /	DC.CC.5. L.	Language Standards

STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT	DC.CC.5. Language Standards	5
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENT IAL SKILL	Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.5.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / L. STRAND / DISCIPLINE	STRAND /	DC.CC.5. Language Standards L.
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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, moreover, in addition).

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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RF.	Reading Standards: Foundational Skills
ST ANDARD / ESSENT IAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards

STANDARD / Text Types and Purposes ESSENTIAL

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECT ATION / ESSENTIAL SKILL5.L.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
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EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD /	DC.CC.5. Language Standards L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL	Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a.

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

CONTENT	DC.CC.5.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL	Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT	DC.CC.5. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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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CONTENT	DC.CC.5. Reading Standards for Literature
STANDARD /	RL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL Key Ideas and Details

STUDENT	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION /		
ESSENTIAL		
SKILL		

CONTENT	DC.CC.5.	Reading	Standards	for Informati	ional Text
STANDARD /	RI.				
STRAND /					
DISCIPLINE					

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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).

STUDENT	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION /		
ESSENTIAL		
SKILL		
ESSENTIAL		

CONTENT	DC.CC.5. Reading Standards for Informational Text
STANDARD /	RI.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT	DC.CC.5.	Reading	Standards: F	oundational	Skills
STANDARD /	RF.				
STRAND /					
DISCIPLINE					

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT	DC.CC.5.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

DISCIPLINE

STANDARD / Text Types and Purposes ESSENTIAL SKILL STUDENT 5.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **EXPECTATION** / ESSENTIAL SKILL EXPECTATION 5.W.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. EXPECTATION 5.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. EXPECTATION 5.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT DC.CC.5. Writing Standards STANDARD / W. STRAND /

ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Range of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	5.L.3.a.	Expand. combine. an	d reduce sentences for meaning.	reader/listener interest, and style.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT	DC.CC.5. Language Standards
STANDARD /	L.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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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Washington DC Academic Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

SKILL

 STUDENT
 5.RI.2.
 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

 EXPECTATION /
 ESSENTIAL

 SKILL
 SKILL

CONTENT DC.CC.5. Reading Standards for Informational Text STANDARD / RI. STRAND / DISCIPLINE

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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).
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.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.
EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT DC.CC.5. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STUDENT EXPECTATION /	5.W.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.

ESSENTIAL SKILL CONTENT DC.CC.5. Writing Standards

STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
ST UDENT EXPECT AT ION / ESSENT IAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 5.W.9.b. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT DC.CC.5. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL	Range of Writing
STUDENT 5.W.10. EXPECTATION / ESSENTIAL SKILL	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.5. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. Language Standards L.		
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	
STUDENT EXPECTATION ESSENTIAL SKILL	5.L.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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Washington DC Academic Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CONTENT	DC.CC.5. Reading Standards for Literature
STANDARD /	RL.
STRAND /	
DISCIPLINE	

DISCH LINE		
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT 5.RI EXPECTATION / ESSENTIAL SKILL

5.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT	DC.CC.5.	Reading	Standards: Foundational Skills
STANDARD /	RF.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD /	DC.CC.5. W.	Writing	Standards
STRAND / DISCIPLINE			

ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.

STUDENT5.W.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing asEXPECTATION /well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type aESSENTIALminimum of two pages in a single sitting.SKILL

CONTENT STANDARD / STRAND /	DC.CC.5. W.	Writing Standards	
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL	Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 5.W.9.a.

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

CONTENT	DC.CC.5. Writing Standards
STANDARD /	W.
STRAND /	
DISCIPLINE	

STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	DC.CC.5.	Speaking	and	Listening	Standards
STANDARD /	SL.			-	
STRAND /					
DISCIPLINE					

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
EXPECTATION	5.SL.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.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually,
EXPECTATION /		quantitatively, and orally.
ESSENTIAL		
SKILL		

CONTENT	DC.CC.5.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.
EXPECTATION	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use

STUDENT	5.L.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,
ESSENTIAL		moreover, in addition).
SKILL		

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Washington DC Academic Standards Language Arts Grade 5 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RL.	Reading Standards for Literature

ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT	DC.CC.5.	Reading Standards: Foundational Skills

STANDARD / STRAND / DISCIPLINE	RF.	
STANDARD /		Fluency

ESSENTIAL		
STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- EXPECTATION 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- EXPECTATION 5.W.3.e. Provide a conclusion that follows from the narrated experiences or events.

CONTENT DC.CC.5. Writing Standards STANDARD / W. STRAND / DISCIPLINE

ST ANDARD / ESSENT IAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)

STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
ST ANDARD / ESSENT IAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.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.
EXPECTATION	5.SL.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.
EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT	DC.CC.5. Speaking and Listening Standards
STANDARD /	SL.
STRAND /	
DISCIPLINE	

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
		sentences.

EXPECTATION 5.L.1.d. Recognize and correct inappropriate shifts in verb tense.

CONTENT	DC.CC.5.	Language S	Standards
STANDARD /	L.		
STRAND /			
DISCIPLINE			

SKILL

ST ANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.e. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	DC.CC.5.	Language Standards
STANDARD /	L.	
STRAND /		
DISCIPLINE		

ST ANDARD / ESSENTIAL SKILL		Knowledge of Language
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT DC.CC.5. Language Standards STANDARD / L. STRAND / DISCIPLINE

ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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.

EXPECTATION 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENT IAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.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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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENT IAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	5.Rl.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.

CONTENT	DC.CC.5.	Writing	Standards
STANDARD /	W.		
STRAND /			
DISCIPLINE			

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION 5.W.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.

EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.)
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Range of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. SL.	Speaking and Listening Standards
ST ANDARD / ESSENT IAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.5. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT 5.L.6. EXPECTATION / ESSENTIAL 5 SKILL 5 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).