

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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills**
RF.

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. Writing Standards**
W.

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. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Range of Writing
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Range of Writing
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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

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Language Arts
Grade 5 - Adopted: 2010

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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

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. Writing Standards W.**

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. Writing Standards W.**

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. Speaking and Listening Standards SL.**

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

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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 / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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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. Reading Standards for Literature**
RL.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

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.
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EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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. Language Standards L.

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. Language Standards L.

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.

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. Language Standards L.

STANDARD / 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.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Range of Writing
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Language Standards L.**

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. Language Standards**
L.

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. Language Standards**
L.

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.

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. Language Standards**
L.

STANDARD / 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.

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.

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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. Reading Standards: Foundational Skills RF.**

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. Writing Standards W.**

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

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.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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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. Speaking and Listening Standards SL.**

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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Language Standards L.**

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. Language Standards L.

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. Language Standards L.

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.

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. Language Standards L.

STANDARD / 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.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills**
RF.

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. Writing Standards**
W.

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. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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]").
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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.
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EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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 / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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).

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.5. Reading Standards for Informational Text RI.

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.5. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE DC.CC.5. Reading Standards: Foundational Skills RF.

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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. Writing Standards W.**

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. Writing Standards W.**

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. Writing Standards W.**

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION 5.L.1.d. Recognize and correct inappropriate shifts in verb tense.

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

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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 / STRAND / DISCIPLINE DC.CC.5. Language Standards L.

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

STANDARD / 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.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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).

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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. Writing Standards W.**

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Range of Writing
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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

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. Writing Standards W.**

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. Writing Standards W.**

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. Speaking and Listening Standards SL.**

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. Language Standards**
L.

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. Language Standards**
L.

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

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

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

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

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. Reading Standards for Informational Text RI.**

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. Reading Standards for Informational Text RI.**

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. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills**
RF.

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.)
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

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]").
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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 / STRAND / DISCIPLINE **DC.CC.5. Language Standards L.**

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

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

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

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

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills**
RF.

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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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.
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EXPECTATION	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

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. Writing Standards W.**

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.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. Writing Standards W.**

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. Speaking and Listening Standards SL.**

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. Language Standards L.**

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.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. Language Standards L.**

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. Language Standards L.**

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

STANDARD / 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.

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 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. Reading Standards for Literature RL.

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. Reading Standards for Informational Text RI.

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. Reading Standards for Informational Text RI.

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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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. Writing Standards W.

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. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

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]").
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION 5.L.1.d. Recognize and correct inappropriate shifts in verb tense.

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

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. Language Standards L.

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

STANDARD / 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.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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).

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

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. Reading Standards for Informational Text RI.**

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

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.

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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EXPECTATION	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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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. Writing Standards W.

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. Writing Standards W.

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.

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. Writing Standards W.

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards L.**

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

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards L.**

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

STANDARD / 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.**

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).

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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. Reading Standards for Informational Text RI.**

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. Reading Standards for Informational Text RI.**

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.
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. Reading Standards for Informational Text RI.**

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

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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

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. Writing Standards W.**

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.
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. Writing Standards W.**

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

STANDARD / 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.

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).

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. Writing Standards W.

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.

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. Writing Standards W.**

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. Writing Standards W.**

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. Writing Standards W.**

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. Speaking and Listening Standards SL.**

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. Language Standards**
L.

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.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. Language Standards**
L.

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. Language Standards**
L.

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

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.
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. Writing Standards W.**

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. Writing Standards W.**

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. Writing Standards W.**

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. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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 / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Language Standards**
L.

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.
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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. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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 / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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. Writing Standards W.**

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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 / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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).

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

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	5.RF.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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

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. Writing Standards W.**

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.
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. Writing Standards W.**

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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

STANDARD / 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.

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

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. Reading Standards for Informational Text RI.

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

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

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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).
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards for Informational Text RI.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Reading Standards: Foundational Skills RF.**

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. Writing Standards W.**

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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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]").
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards L.**

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.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. Language Standards L.**

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. Language Standards L.**

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

STANDARD / 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.**

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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Language Arts
Grade 5 - Adopted: 2010**

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

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. Reading Standards for Literature RL.**

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

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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. Reading Standards: Foundational Skills RF.

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. Writing Standards W.

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. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards SL.**

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.
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EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards SL.**

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

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.
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EXPECTATION	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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. Language Standards L.**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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. Reading Standards for Literature RL.**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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. Reading Standards: Foundational Skills**
RF.

STANDARD / ESSENTIAL SKILL		Fluency
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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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. Writing Standards**
W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Writing Standards W.**

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

STANDARD / ESSENTIAL SKILL		Range of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards SL.**

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.
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EXPECTATION	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.5. Speaking and Listening Standards**
SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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. Language Standards**
L.

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	5.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 / STRAND / DISCIPLINE **DC.CC.5. Language Standards**
L.

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

STANDARD / 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.**

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

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. Writing Standards W.**

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. Writing Standards W.	
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. Writing Standards W.	
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. Speaking and Listening Standards SL.	
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. Language Standards L.	
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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