

## Structure and Style for Students

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

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 5 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC5RI2.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC5RI4.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC5RI8.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC5RI10	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC5RF4	Read on-level text with purpose and understanding. a.
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BENCHMARK	CC5RF4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. c.
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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
<b>ENDURING UNDERSTANDING</b>	<b>CC5W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK	CC5W2a.	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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BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC5W4.	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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ENDURING UNDERSTANDING	CC5W5.	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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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC5W8.	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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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

BENCHMARK	CC5W9b	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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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC5W10	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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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC5SL1	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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BENCHMARK	CC5SL1 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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BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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BENCHMARK	CC5SL1c	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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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC5SL4.	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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ENDURING UNDERSTANDING	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC5L4.	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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BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

**STRAND / INDICATOR** Vocabulary Acquisition and Use

ENDURING UNDERSTANDING CC5L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

Delaware Standards and Instruction  
Language Arts  
Grade 5 - Adopted: 2010

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

**STRAND / INDICATOR** Key Ideas and Details

ENDURING UNDERSTANDING CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

**STRAND / INDICATOR** Craft and Structure

ENDURING UNDERSTANDING CC5RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

**STRAND / INDICATOR** Integration of Knowledge and Ideas

ENDURING UNDERSTANDING CC5RI8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

**STRAND / INDICATOR** Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDING CC5RI10. 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.

**STANDARD / STRAND** DE.CC5R Reading Standards: Foundational Skills (K-5) F.

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK CC5RF4 a. Read on-level text with purpose and understanding.

BENCHMARK CC5RF4 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK CC5W2a. 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.

BENCHMARK CC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)

ENDURING UNDERSTANDING CC5W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ENDURING UNDERSTANDING CC5W6. 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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK CC5W9b. 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]").

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC5W10	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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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC5SL1	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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BENCHMARK	CC5SL1 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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BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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BENCHMARK	CC5SL1c	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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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC5SL4.	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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ENDURING UNDERSTANDING	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC5L4.	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.

BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC5L6.	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).

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5  
I.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC5RI4.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC5RI8.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC5RI10	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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BENCHMARK	CC5W2a.	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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BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)
ENDURING UNDERSTANDING	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ENDURING UNDERSTANDING	CC5W6.	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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK CC5W9b 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]").

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC5W10	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.

**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL1	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.

BENCHMARK CC5SL1 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.

BENCHMARK CC5SL1 b. Follow agreed-upon rules for discussions and carry out assigned roles.

BENCHMARK	CC5SL1c	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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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC5SL4.	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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ENDURING UNDERSTANDING	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK	CC5L3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC5L4.	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.

BENCHMARK      CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC5L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 5 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC5RL2.	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.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC5RL5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ENDURING UNDERSTANDING      CC5RL6. Describe how a narrator's or speaker's point of view influences how events are described.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC5RL10.	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.

**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK      CC5RF4      Read on-level text with purpose and understanding.  
a.

BENCHMARK      CC5RF4      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

BENCHMARK      CC5W3a.      Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

BENCHMARK      CC5W3d.      Use concrete words and phrases and sensory details to convey experiences and events precisely.

BENCHMARK      CC5W3e.      Provide a conclusion that follows from the narrated experiences or events.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING      CC5W4.      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.)

ENDURING UNDERSTANDING      CC5W5.      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ENDURING UNDERSTANDING      CC5W6.      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.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC5W9a	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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**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC5W10	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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**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5SL1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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BENCHMARK	CC5SL1 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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BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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BENCHMARK	CC5SL1c	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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**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC5SL4.	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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ENDURING UNDERSTANDING	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

BENCHMARK CC5L3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L6.</b>	<b>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).</b>

**STANDARD / STRAND** DE.CC5R Reading Standards for Literature K-5 L.

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING	CC5RL2.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC5RL5.	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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ENDURING UNDERSTANDING	CC5RL6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC5RL10.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5 .**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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BENCHMARK	CC5W3a.	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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BENCHMARK	CC5W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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BENCHMARK	CC5W3e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)
ENDURING UNDERSTANDING	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ENDURING UNDERSTANDING	CC5W6.	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.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

BENCHMARK     CC5W9a     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]").

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC5W10	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.

**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL1	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

BENCHMARK     CC5SL1a     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.

BENCHMARK     CC5SL1b     Follow agreed-upon rules for discussions and carry out assigned roles.

BENCHMARK     CC5SL1c     Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.



**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING      CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK      CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK      CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK      CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

BENCHMARK      CC5L3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>
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BENCHMARK      CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

BENCHMARK      CC5L4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC5L6.	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 6 Page 53-60

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 5 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5**

**L.**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC5RL2.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5**

**L.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC5RL5.	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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ENDURING UNDERSTANDING	CC5RL6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5**

**L.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC5RL10.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5)**

**F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC5RF4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. c.
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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

BENCHMARK	CC5W3a.	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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BENCHMARK	CC5W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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BENCHMARK	CC5W3e.	Provide a conclusion that follows from the narrated experiences or events.
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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING	CC5W4.	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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ENDURING UNDERSTANDING	CC5W5.	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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ENDURING UNDERSTANDING	CC5W6.	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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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

BENCHMARK	CC5W9a	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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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC5W10	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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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**  
L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL1	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.
BENCHMARK	CC5SL1 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.
BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
BENCHMARK	CC5SL1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**  
L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC5L3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

BENCHMARK CC5L3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L6.</b>	<b>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).</b>

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

**Delaware Standards and Instruction  
Language Arts  
Grade 5 - Adopted: 2010**

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5  
I.

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5RI2.</b>	<b>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b>

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5  
I.

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5RI4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b>

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5  
I.

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5RI8.</b>	<b>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</b>

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**  
I.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC5RI10	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5)**  
F.

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC5RF4	Read on-level text with purpose and understanding. a.
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BENCHMARK	CC5RF4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. c.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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BENCHMARK	CC5W2a.	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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BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC5W4.	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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ENDURING UNDERSTANDING	CC5W5.	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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ENDURING UNDERSTANDING	CC5W6.	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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**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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ENDURING UNDERSTANDING	CC5W8.	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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**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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BENCHMARK	CC5W9b	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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**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC5W10	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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**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5SL1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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BENCHMARK	CC5SL1 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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BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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BENCHMARK	CC5SL1c	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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**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STANDARD / STRAND</b>	<b>DE.CC5S Speaking and Listening Standards K-5 L.</b>	
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC5SL4.	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.
ENDURING UNDERSTANDING	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<b>STANDARD / STRAND</b>	<b>DE.CC5L. Language Standards K-5</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
<b>STANDARD / STRAND</b>	<b>DE.CC5L. Language Standards K-5</b>	
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
<b>STANDARD / STRAND</b>	<b>DE.CC5L. Language Standards K-5</b>	
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC5L3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC5L. Language Standards K-5</b>	
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC5L4.	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.



BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

**STRAND / INDICATOR** Vocabulary Acquisition and Use

ENDURING UNDERSTANDING CC5L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Delaware Standards and Instruction  
Language Arts  
Grade 5 - Adopted: 2010

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

**STRAND / INDICATOR** Key Ideas and Details

ENDURING UNDERSTANDING CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

**STRAND / INDICATOR** Craft and Structure

ENDURING UNDERSTANDING CC5RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

**STRAND / INDICATOR** Integration of Knowledge and Ideas

ENDURING UNDERSTANDING CC5RI8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

**STRAND / INDICATOR** Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDING CC5RI10. 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.

**STANDARD / STRAND** DE.CC5R Reading Standards: Foundational Skills (K-5) F.

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.

BENCHMARK CC5RF4 Read on-level text with purpose and understanding.  
a.

BENCHMARK CC5RF4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK CC5W2a. 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.

BENCHMARK CC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)

ENDURING UNDERSTANDING CC5W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ENDURING UNDERSTANDING CC5W6. 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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W8.	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.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK     CC5W9b     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]").

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING     CC5W10     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.

**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING     CC5SL2.     Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING     CC5L1.     Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK     CC5L1d.     Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING     CC5L2.     Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK     CC5L2e.     Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC5L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 5 - Adopted: 2010

**STANDARD / STRAND** **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND** **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING CC5RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**STANDARD / STRAND** **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING CC5RI8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**  
I.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC5RI10	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5)**  
F.

STRAND / INDICATOR		Fluency
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ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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BENCHMARK	CC5W2a.	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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BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC5W4.	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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ENDURING UNDERSTANDING	CC5W5.	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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ENDURING UNDERSTANDING	CC5W6.	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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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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ENDURING UNDERSTANDING     CC5W8. 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.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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BENCHMARK     CC5W9b 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]").

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING     CC5W10 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.

**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5SL1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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BENCHMARK     CC5SL1 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.

BENCHMARK     CC5SL1 b. Follow agreed-upon rules for discussions and carry out assigned roles.

BENCHMARK     CC5SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING     CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING      CC5SL4. 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.

ENDURING UNDERSTANDING      CC5SL6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK      CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK      CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK      CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>
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BENCHMARK      CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC5L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Delaware Standards and Instruction  
Language Arts  
Grade 5 - Adopted: 2010

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING CC5RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING CC5RI8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING CC5RI10. 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.

**STANDARD / STRAND** DE.CC5R Reading Standards: Foundational Skills (K-5) F.

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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ENDURING UNDERSTANDING CC5RF4. Read with sufficient accuracy and fluency to support comprehension.



BENCHMARK	CC5RF4	Read on-level text with purpose and understanding. a.
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BENCHMARK	CC5RF4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. c.
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**STANDARD / STRAND** . **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
<b>ENDURING UNDERSTANDING</b>	<b>CC5W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK	CC5W2a.	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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BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD / STRAND** . **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC5W4.	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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ENDURING UNDERSTANDING	CC5W5.	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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ENDURING UNDERSTANDING	CC5W6.	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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**STANDARD / STRAND** . **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

BENCHMARK	CC5W9b	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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**STANDARD / STRAND** . **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING  
CC5W10 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.

**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5 L.

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING  
CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK  
CC5L1c. Use verb tense to convey various times, sequences, states, and conditions.

BENCHMARK  
CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK  
CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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BENCHMARK  
CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC5L4.	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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BENCHMARK  
CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR	Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC5L6.	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 11 Page 93-100

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 5 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR	Key Ideas and Details
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ENDURING UNDERSTANDING	CC5RI2.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR	Craft and Structure
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ENDURING UNDERSTANDING	CC5RI4.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR	Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC5RI8.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR	Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC5RI10	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR	Fluency
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<b>ENDURING UNDERSTANDING</b>	<b>CC5RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK CC5RF4 Read on-level text with purpose and understanding.  
a.

BENCHMARK CC5RF4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK CC5W2a. 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.

BENCHMARK CC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W4.</b>	<b>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.)</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W6.</b>	<b>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.</b>

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

BENCHMARK CC5W9b 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]").

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING     CC5W10     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.

**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING     CC5SL2.     Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING     CC5L1.     Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK     CC5L1c.     Use verb tense to convey various times, sequences, states, and conditions.

BENCHMARK     CC5L1d.     Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING     CC5L2.     Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK     CC5L2e.     Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING     CC5L3.     Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK     CC5L3a.     Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>
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BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC5L6. 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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**Delaware Standards and Instruction**  
**Language Arts**  
Grade 5 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING CC5RL1.0. 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.

**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5)**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5RF4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK CC5RF4a. Read on-level text with purpose and understanding.

BENCHMARK CC5RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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BENCHMARK CC5W3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

BENCHMARK CC5W3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)
ENDURING UNDERSTANDING	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ENDURING UNDERSTANDING	CC5W6.	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.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK     CC5W9a     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]").

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC5W10	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.

**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC5L1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
BENCHMARK	CC5L1c.	Use verb tense to convey various times, sequences, states, and conditions.
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK      CC5L2e.      Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK      CC5L3a.      Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK      CC5L4a.      Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L6.</b>	<b>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).</b>

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5**  
**L.**



STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING  
 CC5RL1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING  
 CC5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING UNDERSTANDING  
 CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING  
 CC5RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ENDURING UNDERSTANDING  
 CC5RI5. 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.

ENDURING UNDERSTANDING  
 CC5RI6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING  
 CC5RI8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

ENDURING UNDERSTANDING  
 CC5RI9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC5RI10	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5)**  
F.

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK	CC5W2a.	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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BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC5W4.	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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ENDURING UNDERSTANDING	CC5W5.	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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ENDURING UNDERSTANDING	CC5W6.	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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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING  
 CC5W7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ENDURING UNDERSTANDING  
 CC5W8. 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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK  
 CC5W9b 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]").

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING  
 CC5W10 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.

**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING  
 CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK  
 CC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

BENCHMARK  
 CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L6.</b>	<b>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).</b>

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 5 - Adopted: 2010

**STANDARD / STRAND** **DE.CC5R Reading Standards for Literature K-5**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5RL1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**STANDARD / STRAND** **DE.CC5R Reading Standards for Informational Text K-5**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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ENDURING UNDERSTANDING	CC5RI2.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC5RI4.	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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ENDURING UNDERSTANDING	CC5RI5.	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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ENDURING UNDERSTANDING	CC5RI6.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC5RI8.	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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ENDURING UNDERSTANDING	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC5RI10	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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ENDURING UNDERSTANDING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.
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BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND** . **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK	CC5W2a.	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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BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD / STRAND** . **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC5W4.	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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ENDURING UNDERSTANDING	CC5W5.	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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ENDURING UNDERSTANDING	CC5W6.	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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**STANDARD / STRAND** . **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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ENDURING UNDERSTANDING	CC5W8.	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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**STANDARD / STRAND** . **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

**BENCHMARK** CC5W9b 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]").

**STANDARD / STRAND** **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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**ENDURING UNDERSTANDING** CC5W10 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.

**STANDARD / STRAND** **DE.CC5S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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**ENDURING UNDERSTANDING** CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**BENCHMARK** CC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**BENCHMARK** CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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**BENCHMARK** CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L6.</b>	<b>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).</b>

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

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 5 - Adopted: 2010

**STANDARD / STRAND** **DE.CC5R Reading Standards for Literature K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5RL1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**STANDARD / STRAND** **DE.CC5R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5RI1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**ENDURING UNDERSTANDING** CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND** **DE.CC5R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC5RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ENDURING UNDERSTANDING	CC5RI5.	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.
ENDURING UNDERSTANDING	CC5RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
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ENDURING UNDERSTANDING	CC5RI7.	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.
ENDURING UNDERSTANDING	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ENDURING UNDERSTANDING	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC5RI10	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK	CC5W2a.	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.
BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC5W4.	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.)
ENDURING UNDERSTANDING	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ENDURING UNDERSTANDING	CC5W6.	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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDING	CC5W8.	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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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BENCHMARK	CC5W9b	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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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING      CC5W10      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.

**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING      CC5SL2.      Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING      CC5L1.      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK      CC5L1a.      Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

BENCHMARK      CC5L1d.      Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING      CC5L2.      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK      CC5L2e.      Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING      CC5L3.      Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK      CC5L3a.      Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC5L4.	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.

BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING CC5L6. 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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**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK CC5W2a. 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.

BENCHMARK CC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK CC5W2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING CC5W4. 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.)

ENDURING UNDERSTANDING CC5W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ENDURING UNDERSTANDING	CC5W6.	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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**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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ENDURING UNDERSTANDING	CC5W8.	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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**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC5W10	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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**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC5L1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
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**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK      CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK      CC5W2a. 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.

BENCHMARK      CC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK      CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK      CC5W2e. Provide a concluding statement or section related to the information or explanation presented.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)
ENDURING UNDERSTANDING	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ENDURING UNDERSTANDING	CC5W6.	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.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC5W8.	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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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC5W10	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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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC5L1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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BENCHMARK	CC5L3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**Delaware Standards and Instruction**  
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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

BENCHMARK     CC5W3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

BENCHMARK     CC5W3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)

ENDURING UNDERSTANDING     CC5W4. 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.)

ENDURING UNDERSTANDING     CC5W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ENDURING UNDERSTANDING     CC5W6. 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.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC5W10	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.

ENDURING UNDERSTANDING     CC5W10 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.

**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ENDURING UNDERSTANDING     CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**



STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK CC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

BENCHMARK CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING CC5L6. 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).

**STANDARD / STRAND** DE.CC5R Reading Standards for Literature K-5 L.

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING CC5RL1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDING	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>STANDARD / STRAND</b>	<b>DE.CC5R Reading Standards for Informational Text K-5 I.</b>	

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC5RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ENDURING UNDERSTANDING	CC5RI5.	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.
ENDURING UNDERSTANDING	CC5RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>STANDARD / STRAND</b>	<b>DE.CC5R Reading Standards for Informational Text K-5 I.</b>	

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ENDURING UNDERSTANDING	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>STANDARD / STRAND</b>	<b>DE.CC5R Reading Standards for Informational Text K-5 I.</b>	

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC5RI10	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.

STRAND / INDICATOR		Fluency
<b>STANDARD / STRAND</b>	<b>DE.CC5R Reading Standards: Foundational Skills (K-5) F.</b>	

<b>ENDURING UNDERSTANDING</b>	<b>CC5RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK CC5RF4a. Read on-level text with purpose and understanding.

BENCHMARK CC5RF4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD / STRAND** **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK CC5W2a. 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.

BENCHMARK CC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND** **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING CC5W4. 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.)

ENDURING UNDERSTANDING CC5W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ENDURING UNDERSTANDING CC5W6. 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.

**STANDARD / STRAND** **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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ENDURING UNDERSTANDING CC5W7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ENDURING UNDERSTANDING CC5W8. 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.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

**BENCHMARK**      CC5W9b      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]").

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
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**ENDURING UNDERSTANDING**      CC5W10      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.

**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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**ENDURING UNDERSTANDING**      CC5SL2.      Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**BENCHMARK**      CC5L1a.      Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**BENCHMARK**      CC5L1d.      Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

**BENCHMARK**      CC5L2e.      Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC5L6. 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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**STANDARD / STRAND** **DE.CC5R Reading Standards for Literature K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC5RL1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STANDARD / STRAND** **DE.CC5R Reading Standards for Informational Text K-5 I.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING UNDERSTANDING CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND** **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC5RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ENDURING UNDERSTANDING	CC5RI5.	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.
ENDURING UNDERSTANDING	CC5RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ENDURING UNDERSTANDING	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5 I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC5RI10	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.

**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5) F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

BENCHMARK      CC5RF4      Read on-level text with purpose and understanding.  
a.

BENCHMARK      CC5RF4      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5 .**

STRAND / INDICATOR		Text Types and Purposes
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<b>ENDURING UNDERSTANDING</b>	<b>CC5W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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BENCHMARK CC5W2a. 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.

BENCHMARK CC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING CC5W4. 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.)

ENDURING UNDERSTANDING CC5W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ENDURING UNDERSTANDING CC5W6. 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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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ENDURING UNDERSTANDING CC5W7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ENDURING UNDERSTANDING CC5W8. 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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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BENCHMARK CC5W9b 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]").

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING  
 CC5W10 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.

**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING  
 CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK      CC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

BENCHMARK      CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK      CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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BENCHMARK      CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC5L4.	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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BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

STRAND / INDICATOR	Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING CC5L6. 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).

**Delaware Standards and Instruction**  
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**STANDARD / STRAND** DE.CC5R Reading Standards for Literature K-5 L.

STRAND / INDICATOR	Key Ideas and Details
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ENDURING UNDERSTANDING CC5RL1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

STRAND / INDICATOR	Key Ideas and Details
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ENDURING UNDERSTANDING CC5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ENDURING UNDERSTANDING CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**STANDARD / STRAND** DE.CC5R Reading Standards for Informational Text K-5 I.

STRAND / INDICATOR	Craft and Structure
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ENDURING UNDERSTANDING CC5RI4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ENDURING UNDERSTANDING CC5RI5. 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.

ENDURING UNDERSTANDING CC5RI6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC5RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ENDURING UNDERSTANDING	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**  
**I.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC5RI10	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.

**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5)**  
**F.**

STRAND / INDICATOR		Fluency
ENDURING UNDERSTANDING	CC5RF4	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
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STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC5W2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
BENCHMARK	CC5W2a.	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.
BENCHMARK	CC5W2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
BENCHMARK	CC5W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**  
**.**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)
ENDURING UNDERSTANDING	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ENDURING UNDERSTANDING	CC5W6.	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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDING	CC5W8.	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.

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK CC5W9b 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]").

**STANDARD / STRAND** DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC5W10	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.

**STANDARD / STRAND** DE.CC5S Speaking and Listening Standards K-5

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
<b>ENDURING UNDERSTANDING</b>	<b>CC5L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

BENCHMARK      CC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

BENCHMARK      CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK      CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Knowledge of Language
<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK      CC5L3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK      CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING      CC5L6. 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).

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING	CC5RL2.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING	CC5RL5.	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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ENDURING UNDERSTANDING	CC5RL6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**STANDARD / STRAND**      **DE.CC5R Reading Standards for Literature K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING	CC5RL10.	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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**STANDARD / STRAND**      **DE.CC5R Reading Standards: Foundational Skills (K-5) F.**

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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ENDURING UNDERSTANDING	CC5RF4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK	CC5RF4 a.	Read on-level text with purpose and understanding.
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BENCHMARK	CC5RF4 c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5 .**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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ENDURING UNDERSTANDING	CC5W3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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BENCHMARK	CC5W3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK	CC5W3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK	CC5W3e.	Provide a conclusion that follows from the narrated experiences or events.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC5W4.	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.)
ENDURING UNDERSTANDING	CC5W5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ENDURING UNDERSTANDING	CC5W6.	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.

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK     CC5W9a     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]").

**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC5W10	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.

**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL1	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.

BENCHMARK     CC5SL1 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.

BENCHMARK	CC5SL1 b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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BENCHMARK	CC5SL1c .	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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**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5 L.**

<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK	CC5L1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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BENCHMARK	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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BENCHMARK	CC5L3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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BENCHMARK	CC5L3b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>
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BENCHMARK CC5L4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND** DE.CC5L. Language Standards K-5

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING CC5L6. 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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**STANDARD / STRAND** DE.CC5R Reading Standards for Literature K-5 L.

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC5RL2. 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.

**STANDARD / STRAND** DE.CC5R Reading Standards for Literature K-5 L.

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
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ENDURING UNDERSTANDING CC5RL5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ENDURING UNDERSTANDING CC5RL6. Describe how a narrator's or speaker's point of view influences how events are described.

**STANDARD / STRAND** DE.CC5R Reading Standards for Literature K-5 L.

<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
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ENDURING UNDERSTANDING CC5RL10. 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.

**STANDARD / STRAND** DE.CC5R Reading Standards: Foundational Skills (K-5) F.

<b>STRAND / INDICATOR</b>		<b>Fluency</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC5RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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BENCHMARK CC5RF4 Read on-level text with purpose and understanding.  
a.

BENCHMARK CC5RF4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
c.

**STANDARD / STRAND** **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

BENCHMARK CC5W3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

BENCHMARK CC5W3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

BENCHMARK CC5W3e. Provide a conclusion that follows from the narrated experiences or events.

**STANDARD / STRAND** **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING CC5W4. 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.)

ENDURING UNDERSTANDING CC5W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ENDURING UNDERSTANDING CC5W6. 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.

**STANDARD / STRAND** **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

BENCHMARK CC5W9a 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]").

**STANDARD / STRAND** **DE.CC5W Writing Standards K-5**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING . CC5W10 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.

**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC5SL1	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.

BENCHMARK a. CC5SL1 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.

BENCHMARK b. CC5SL1 Follow agreed-upon rules for discussions and carry out assigned roles.

BENCHMARK . CC5SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**STANDARD / STRAND**      **DE.CC5S Speaking and Listening Standards K-5 L.**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING NG CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK CC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

BENCHMARK CC5L1d. Recognize and correct inappropriate shifts in verb tense.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC5L2e. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK      CC5L3a.      Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

BENCHMARK      CC5L3b.      Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L4.</b>	<b>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.</b>

BENCHMARK      CC5L4a.      Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**STANDARD / STRAND**      **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5L6.</b>	<b>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).</b>

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**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 5 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC5R Reading Standards for Informational Text K-5**

<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5R4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b>

**STANDARD / STRAND**      **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC5W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

BENCHMARK      CC5W2a.      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.

BENCHMARK	CC5W2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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BENCHMARK	CC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Production and Distribution of Writing</b>
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ENDURING UNDERSTANDING	CC5W4. 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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ENDURING UNDERSTANDING	CC5W5. 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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**STANDARD / STRAND**     **DE.CC5W Writing Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Range of Writing</b>
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ENDURING UNDERSTANDING	CC5W10 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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**STANDARD / STRAND**     **DE.CC5S Speaking and Listening Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Comprehension and Collaboration</b>
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ENDURING UNDERSTANDING	CC5SL2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STANDARD / STRAND**     **DE.CC5L. Language Standards K-5**

<b>STRAND / INDICATOR</b>	<b>Vocabulary Acquisition and Use</b>
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ENDURING UNDERSTANDING	CC5L6. 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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