Main Criteria: Structure and Style for Students Secondary Criteria: Delaware Standards and Instruction

Subject: Language Arts

Grade: 5

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

ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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).
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency

CC5RF4 Read with sufficient accuracy and fluency to support comprehension.

ENDURING

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UNDERST AND

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 / DE.CC5W Writing Standards K-5 STRAND .

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STRAND / INDICATOR		Text Types and Purposes						
ENDURING UNDERSTAND ING	CC5W2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						
BENCHMARK	CC5W2a.	ntroduce a topic clearly, provide a general observation and focus, and group related information logically; include ormatting (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 UNDERSTANDI NG	CC5W4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, ar audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)						
ENDURING UNDERSTANDI NG	CC5W5.	Vith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, diting, rewriting, or trying a new approach.						
STANDARD / STRAND	DE.CC5W	Writing Standards K-5						
STRAND / INDICATOR		Research to Build and Present Knowledge						
ENDURING UNDERSTANDI NG	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 UNDERSTAND ING	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]").

ST ANDARD / DE.CC5W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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.

ST ANDARD /
ST RANDDE.CC5S Speaking and Listening Standards K-5L.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
ST ANDARD / ST RAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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).
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTAND ING	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 / **DE.CC5W Writing Standards K-5** STRAND

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 / **DE.CC5S Speaking and Listening Standards K-5** STRAND L.

STRAND / **Comprehension and Collaboration** INDICATOR ENDURING CC5SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) UNDERST AND with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own ING clearly. CC5SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and BENCHMARK other information known about the topic to explore ideas under discussion. a. BENCHMARK CC5SL1 Follow agreed-upon rules for discussions and carry out assigned roles. b. BENCHMARK CC5SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. STANDARD / **DE.CC5S Speaking and Listening Standards K-5** STRAND Ε. STRAND / **Comprehension and Collaboration** INDICATOR

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

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

STRAND

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.
	OOCLEG.	recognize and concornappropriate onnits in verb tender.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 /	DE.CC5L.	Language	Standards	K-5
STRAND				

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 3 Page 31-36

Delaware Standards and Instruction Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 / DE.CC5R Reading Standards: Foundational Skills (K-5) STRAND F.

ENDURING UNDERSTAND ING CC5RF4 Read with sufficient accuracy and fluency to support comprehension. BENCHMARK CC5RF4 a. Read on-level text with purpose and understanding.	STRAND / INDICATOR		Fluency
	UNDERST AND	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.
	BENCHMARK		Read on-level text with purpose and understanding.

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

ST ANDARD / DE.CC5W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 / DE.CC5W Writing Standards K-5 ÷

STRAND

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	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

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 / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 /	DE.CC5S	Speaking	and	Listening	Standards	K-5
STRAND	L.					

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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 /	DE.CC5S Speaking and Listening Standards K-5
STRAND	L.

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

STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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

ENDURING UNDERSTAND ING	STRAND / INDICATOR		Conventions of Standard English
	UNDERST AND	CC5L1.	

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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

ST ANDARD / ST RAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 / DE.CC5R Reading Standards for Literature K-5 L.

STRAND

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RL6.	Describe how a narrator's or speaker's point of view influences how events are described.

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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) F.

STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG		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 UNDERSTANDI NG		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 UNDERSTANDI NG		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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK

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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 UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERST AND ING	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.
ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
		Speaking and Listening Standards K-5 Comprehension and Collaboration
STRAND	L.	
STRAND / INDICATOR ENDURING UNDERSTANDI	L. CC5SL2.	Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually,
ST RAND / INDICAT OR ENDURING UNDERSTANDI NG ST ANDARD /	L. CC5SL2. DE.CC5S	Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND /	L. CC5SL2. DE.CC5S L.	Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards K-5
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI	L. CC5SL2. DE.CC5S L. CC5SL4.	Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards K-5 Presentation of Knowledge and Ideas Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,
ST RAND / INDICAT OR ENDURING UNDERSTANDI NG ST ANDARD / ST RAND / INDICAT OR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI	L. CC5SL2. DE.CC5S L. CC5SL4. CC5SL6.	Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards K-5 Presentation of Knowledge and Ideas 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 UNDERSTAND ING		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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR	Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 5 Page 45-52

Delaware Standards and Instruction Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	DE.CC5R L.	Reading	Standards	for Literatur	e K-5

ENDURING CC5RL2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama UNDERSTANDI respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. NG

STANDARD / STRAND	DE.CC5R Reading Standards for Literature K-5 L.
STRAND / INDICATOR	Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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.

STANDARD / STRAND	DE.CC5R Reading Standards for Literature K-5 L.		
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	
ENDURING UNDERSTANDI NG	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 /	DE.CC5R	Reading S	tandards:	Foundational	Skills	(K-5)
STRAND	F.					

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

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DE.CC5W Writing Standards K-5 STANDARD /

STRAND	
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STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
in Diorn on		
ENDURING UNDERSTAND ING	CC5W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
ENDURING UNDERST AND		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]").

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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.

ST ANDARD / ST RAND DE.CC5S Speaking and Listening Standards K-5 L.

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST AND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.
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
ENDURING UNDERSTANDI NG	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 6 Page 53-60

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

ST ANDARD / ST RAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RL6.	Describe how a narrator's or speaker's point of view influences how events are described.
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	CC5RF4	Read with sufficient accuracy and fluency to support comprehension.

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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 UNDERSTAND ING	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
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTAND ING	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

ENDURINGCC5W10Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aUNDERSTANDI.single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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

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

 STRAND / INDICATOR
 Comprehension and Collaboration

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

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

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

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 7 Page 61-68

Delaware Standards and Instruction Language Arts

Grade 5 - Adopted: 2010

ST ANDARD / ST RAND	DE.CC5R Reading Standards for Informational Text K-5 I.	
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 /DE.CC5R Reading Standards for Informational Text K-5STRANDI.

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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).

ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI	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.

ST ANDARD /
ST RANDDE.CC5R Reading Standards: Foundational Skills (K-5)F.

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

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STANDARD /	DE.CC5W Writing	Standards K-5
STRAND		

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	CC5W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
UNDERSTANDI		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
NG		minimum of two pages in a single sitting.

ST ANDARD / DE.CC5W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	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 / DE.CC5W Writing Standards K-5 STRAND

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	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 / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 / DE.CC5S Speaking and Listening Standards K-5 L.

STRAND

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5S	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually,
UNDERSTANDI		quantitatively, and orally.
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STANDARD / STRAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5

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

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

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

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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).
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)

STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG		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 UNDERSTANDI NG	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 / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	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]").

 ST ANDARD /
STRAND
 DE.CC5W Writing Standards K-5

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INDICAT OR
 Range of Writing

ENDURINGCC5W10Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aUNDERSTANDI.single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.NG..

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

ST ANDARD / DE.CC5L. Language Standards K-5 ST RAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR	Conventions of Standard English
ENDURING UNDERST AND ING	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.

ST ANDARD / ST RAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Knowledge of Language

ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	 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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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).

ST ANDARD / ST RAND DE.CC5R Reading Standards for Informational Text K-5 ST RAND / I. Range of Reading and Level of Text Complexity INDICATOR CCCEDI10. Du the and of the user read and comprehend informational texts including history/casial studies esigned and

ENDURINGCC5R10By the end of the year, read and comprehend informational texts, including history/social studies, science, andUNDERSTANDI.technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.NG..

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

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

C.

4 Use context to confirm or self-correct word recognition and understanding, rereading as necessa

ST ANDARD / DE.CC5W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.

ST ANDARD / DE.CC5W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	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 / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	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	

INDICATOR

DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 /	DE.CC5S	Speaking	and	Listening	Standards	K-5
STRAND	L.					

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND /		Comprehension and Collaboration

ENDURINGCC5SL2.Summarize a written text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.NGVIDERSTANDIVIDERSTANDI

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

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 CC5SL6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. UNDERSTANDI NG

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

ENDURING UNDERST AND INGCC5L1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	STRAND / INDICATOR		Conventions of Standard English
	UNDERST AND	CC5L1.	

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

ENDURING UNDERSTANDCC5L4.Determine or clarify the meaning of unknown and multiple-meaning words and phra 5 reading and content, choosing flexibly from a range of strategies.ING	rases based on grade

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

CTRAND /		
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTAND ING	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	CC5W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
UNDERSTANDI		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
NG		

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC5L. Language Standards K-5 STRAND

ST RAND / INDICAT OR Vocabulary Acquisition and Use ENDURING UNDERSTANDI NG 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 11 Page 93-100 Delaware Standards and Instruction Language Arts Grade 5 - Adopted: 2010 ST ANDARD / I. DE.CC5R Reading Standards for Informational Text K-5 ST RAND / Key Ideas and Details
UNDERSTANDI NG those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100 Delaware Standards and Instruction Language Arts Grade 5 - Adopted: 2010 ST ANDARD / DE.CC5R Reading Standards for Informational Text K-5 I.
Delaware Standards and Instruction Language Arts Grade 5 - Adopted: 2010 ST ANDARD / DE.CC5R Reading Standards for Informational Text K-5 ST RAND I.
Language Arts Grade 5 - Adopted: 2010 ST ANDARD / ST RAND DE.CC5R Reading Standards for Informational Text K-5
Grade 5 - Adopted: 2010 ST ANDARD / DE.CC5R Reading Standards for Informational Text K-5 ST RAND I.
STANDARD / DE.CC5R Reading Standards for Informational Text K-5 STRAND I.
STRAND I.
STRAND / Key Ideas and Details
INDICATOR
ENDURING CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. UNDERSTANDI NG
STANDARD /DE.CC5R Reading Standards for Informational Text K-5STRANDI.
STRAND / Craft and Structure INDICATOR
ENDURINGCC5RI4.Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5UNDERSTANDItopic or subject area.NG
STANDARD / DE.CC5R Reading Standards for Informational Text K-5 STRAND I.
STRAND / Integration of Knowledge and Ideas INDICATOR
ENDURINGCC5RI8.Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).NG
ST ANDARD /DE.CC5R Reading Standards for Informational Text K-5ST RANDI.
STRAND / Range of Reading and Level of Text Complexity INDICATOR
ENDURINGCC5RI10By the end of the year, read and comprehend informational texts, including history/social studies, science, andUNDERSTANDI.technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.NG
ST ANDARD /DE.CC5R Reading Standards: Foundational Skills (K-5)ST RANDF.
STRAND / Fluency INDICATOR

ENDURING UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTANDI NG		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 UNDERSTANDI NG	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 UNDERSTANDI NG		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 UNDERSTAND ING	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

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DE.CC5W Writing Standards K-5

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI	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 / DE.CC5S Speaking and Listening Standards K-5 STRAND L.

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

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

STRAND / Conventions of Standard English

INDICATOR			
ENDURING UNDERSTAND ING	CC5L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or peaking.	
BENCHMARK	CC5L1c.	Use verb tense to convey various times, sequences, states, and conditions.	
BENCHMARK	CC5L1d.	Recognize and correct inappropriate shifts in verb tense.	

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

STRAND / INDICATOR	(Conventions of Standard English
ENDURING UNDERSTAND ING		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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

ENDURING UNDERSTAND ING		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.	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 12 Page 101-110

Delaware Standards and Instruction Language Arts

Grade 5 - Adopted: 2010

ST ANDARD / ST RAND	 DE.CC5R Reading Standards for Literature K-5 L. 	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 / DE.CC5R Reading Standards: Foundational Skills (K-5) STRAND F.

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

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

STANDARD /	DE.CC5W Writing	Standards K-5
STRAND		

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 / DE.CC5W Writing Standards K-5 STRAND .

DE.CC5W Writing Standards K-5

STANDARD /

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STRAND

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	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]").

ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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.

ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 /	DE.CC5L.	Language Standards K-5

STRAND

trate command of the conventions of standard English capitalization, punctuation, and when writing.

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

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

ENDURING UNDERSTAND ING	STRAND / INDICATOR		Knowledge of Language
	UNDERSTAND	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 / DE.CC5L. Language Standards K-5

STRAND

ENDURING UNDERSTAND INGCC5L4.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gr 5 reading and content, choosing flexibly from a range of strategies.	ade

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

DE.CC5L. Language Standards K-5 STANDARD /

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	F .	А	M	IJ	

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

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

STRAND / INDICATOR

ENDURING CC5RL1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. UNDERSTANDI NG

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

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

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

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI	CC5RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

UNDERSTANDI NG

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

STRAND	I.		
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI	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 CC5RI9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. UNDERSTANDI

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

STRAND / INDICATOR	Range of Reading and Level of Text Complexity

ENDURING	CC5RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and
UNDERSTANDI		technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
NG		

ST ANDARD / ST RAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDI NG	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 UNDERSTAND ING	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 UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI 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 UNDERSTAND ING	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.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5

STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5

STRAND

INDICATOR

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 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 L.		
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5	
STRAND /		Key Ideas and Details	

ENDURING	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
UNDERSTANDI		
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ENDURING CC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. UNDERSTANDI NG

ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency

INDICATOR	
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC5W Writing Standards K-5 ST RAND .

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDI NG	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.

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	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

ENCHMARK 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 /	DE.CC5W Writing	Standards K-5
STRAND	•	

STANDARD /

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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.

- STRAND
 L.

 STRAND / INDICATOR
 Comprehension and Collaboration

 ENDURING UNDERSTANDI NG
 CC5SL2.
 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- STANDARD / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

 ${\tt BENCHMARK} \qquad {\tt CC5L1d}. \quad {\tt Recognize and correct in appropriate shifts in verb tense}.$

DE.CC5S Speaking and Listening Standards K-5

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 UNDERSTAND ING	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.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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

ST ANDARD / ST RAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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 UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	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 / DE.CC5W Writing Standards K-5 STRAND .

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / DE.CC5L. Language Standards K-5

STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 /	DE.CC5W Writing	Standards K-5
STRAND		

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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	CC5W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
UNDERSTANDI		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
NG		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 UNDERSTANDI NG	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 /	DE.CC5W Writing Standards K-5
STRAND	

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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.

ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR	Conventions of Standard English
ENDURING UNDERSTAND ING	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.

STRAND /		Knowledge of Language
INDICATOR ENDURING UNDERSTAND	CC5L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ING		
BENCHMARK	CC5L3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152
		Delaware Standards and Instruction Language Arts
STANDARD / STRAND	DE.CC5W	Grade 5 - Adopted: 2010 Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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		Range of Writing
ENDURING UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI 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 UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND	CC5L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ING		
	CC5L2e.	Spell grade-appropriate words correctly, consulting references as needed.
ING		Spell grade-appropriate words correctly, consulting references as needed. Language Standards K-5
ING BENCHMARK ST ANDARD /		

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

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

		Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5W	/ Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTANDI NG	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 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		Delaware Standards and Instruction Language Arts Grade 5 - Adopted: 2010
STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD /	DE.CC5R	Reading Standards for Informational Text K-5

ST ANDARD / ST RAND DE.CC5R Reading Standards for Informational Text K-5 Ι.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING	CC5RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and

ENDURING	CC5RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and
UNDERSTANDI		technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
NG		

ST ANDARD / ST RAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency

ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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 /	DE.CC5W Writing	Standards K-5
STRAND		

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.

ST ANDARD / DE.CC5W Writing Standards K-5 ST RAND .

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

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTAND ING	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]").

 ST ANDARD /
ST RAND
 DE.CC5W Writing Standards K-5

 ST RAND /
INDICATOR
 Range of Writing

ENDURINGCC5W10Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aUNDERSTANDI.single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.NG..

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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.

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 8: FORMAL ESSAY MODELS Week 20 Page 177-194

Delaware Standards and Instruction

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
	CC5RI1.	Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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 /	DE.CC5W	Writing Standards K-5

STRAND	
STRAND / INDICATOR	Text Types and Purposes

ENDURING UNDERSTAND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDI NG	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 UNDERSTAND ING	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]").

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	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.

ST ANDARD /	DE.CC5S Speaking and Listening Standards K-5
STRAND	L.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5

STRAND

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTAND ING	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 / DE.CC5L. Language Standards K-5 STRAND

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5L.	Language Standards K-5
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		Delaware Standards and Instruction Language Arts Grade 5 - Adopted: 2010
ST ANDARD / ST RAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC5RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ENDURING UNDERSTANDI NG	CC5RI2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STANDARD / STRAND	DE.CC5R I.	Reading Standards for Informational Text K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC5W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ENDURING UNDERSTANDI NG	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 UNDERSTAND	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 UNDERSTANDI NG	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 L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration

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ENDURINGCC5SL2.Summarize a written text read aloud or information presented in diverse media and formats, including visually,UNDERSTANDIquantitatively, and orally.NG

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5L.	Language Standards K-5
STRAND /		Veeebulery Acquisition and Use

STRAND / INDICATOR	Vocabulary Acquisition and Use
ENDURING UNDERSTAND ING	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.

ST ANDARD / DE.CC5L. Language Standards K-5 ST RAND

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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 9: FORMAL CRITIQUE Week 22 Page 217-232

Grade 5 - Adopted: 2010

ST ANDARD / ST RAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5RL6.	Describe how a narrator's or speaker's point of view influences how events are described.
ST ANDARD / ST RAND	DE.CC5R L.	Reading Standards for Literature K-5
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	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.
ST ANDARD / ST RAND	DE.CC5R F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency
ENDURING UNDERSTAND ING	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.
ST ANDARD / ST RAND	DE.CC5W	Writing Standards K-5
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTAND ING	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
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
	CC5W9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR ENDURING UNDERSTAND		
INDICATOR ENDURING UNDERSTAND ING	CC5W9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or
INDICATOR ENDURING UNDERSTAND ING BENCHMARK STANDARD /	CC5W9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]").
INDICATOR ENDURING UNDERSTAND ING BENCHMARK STANDARD / STRAND /	CC5W9a DE.CC5W	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards K-5
INDICATOR ENDURING UNDERSTAND ING BENCHMARK STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI	CC5W9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards K-5 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
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INDICATOR ENDURING UNDERSTAND ING BENCHMARK STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND / STRAND /	CC5W9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards K-5 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards K-5

CC5SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and BENCHMARK other information known about the topic to explore ideas under discussion. a.

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.
ST ANDARD / ST RAND	DE.CC5S L.	Speaking and Listening Standards K-5
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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.
	CCEL1d	Recognize and correct inconcentiate chifte in york tance

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTAND ING	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 /	DE.CC5L. Language Standards K-5
STRAND	

STRAND / Knowledge of Language INDICATOR ENDURING CC5L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. UNDERST AND ING 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 / DE.CC5L. Language Standards K-5 STRAND STRAND / Vocabulary Acquisition and Use INDICATOR

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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

ST ANDARD / ST RAND	DE.CC5R Reading Standards for Literature K-5 L.		
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	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 / DE.CC5R Reading Standards for Literature K-5

STRAND	L.	
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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	CC5RL6.	Describe how a narrator's or speaker's point of view influences how events are described.

ENDURING	CC5RL6.	Describe now a narrator's or speaker's point of view influences now events are described.	
UNDERSTANDI			
NG			

STANDARD / STRAND	DE.CC5R Reading Standards for Literature K-5 L.		
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	
ENDURING UNDERSTANDI NG	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 F.	Reading Standards: Foundational Skills (K-5)
STRAND / INDICATOR		Fluency

ENDURING UNDERSTAND ING	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 UNDERSTAND ING	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
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG		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 UNDERSTANDI NG		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 UNDERSTAND ING	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]").

STRAND / INDICATOR		Range of Writing
	0.051440	

ENDURING CC5W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a UNDERSTANDI . single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. NG

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

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

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

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

STRAND / INDICATOR		Knowledge of Language		
ENDURING UNDERSTAND ING	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		
STRAND / INDICATOR		Vocabulary Acquisition and Use		
ENDURING UNDERSTAND ING	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 UNDERSTANDI NG		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		
ST ANDARD / ST RAND	DE.CC5R I.	Reading Standards for Informational Text K-5		
STRAND / INDICATOR		Craft and Structure		
ENDURING UNDERSTANDI NG	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.CC5W	Writing Standards K-5		
STRAND / INDICATOR		Text Types and Purposes		
ENDURING UNDERST AND ING	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.

STANDARD / STRAND	DE.CC5W Writing Standards K-5		
STRAND / INDICATOR		Range of Writing	
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	CC5SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	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).