

Main Criteria: Structure and Style for Students

Secondary Criteria: Iowa Student Standards

Subject: Language Arts

Grade: 5

Structure and Style for Students

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

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION RF.5.4.a. Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.5.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)

DETAILED DESCRIPTOR W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION W.5.9.b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE IA.L.5. **Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE IA.L.5. **Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE IA.L.5. **Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016

STRAND / COURSE IA.RI.5. **Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

STRAND / COURSE IA.RI.5. **Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5) (DOK 2,3)

DETAILED DESCRIPTOR RL.5.6. Describe how a narrator's or speaker's point (perspective) of view influences how events are described. (RL.5.6) (DOK 2,3,4)

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)

STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION RF.5.4.a. Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.5.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE LEVEL EXPECTATION W.5.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3) (DOK 3,4)

GRADE LEVEL EXPECTATION W.5.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3) (DOK 3,4)

GRADE LEVEL EXPECTATION W.5.3.e. Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)

DETAILED DESCRIPTOR W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION W.5.9.a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9) (DOK 2,3)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

GRADE LEVEL EXPECTATION L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5) (DOK 2,3)
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DETAILED DESCRIPTOR	RL.5.6.	Describe how a narrator's or speaker's point (perspective) of view influences how events are described. (RL.5.6) (DOK 2,3,4)
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STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE LEVEL EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9) (DOK 2,3)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

GRADE LEVEL EXPECTATION L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

GRADE LEVEL EXPECTATION	L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine clarify the precise meaning of key words and phrases. (L.5.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5) (DOK 2,3)
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DETAILED DESCRIPTOR	RL.5.6.	Describe how a narrator's or speaker's point (perspective) of view influences how events are described. (RL.5.6) (DOK 2,3,4)
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STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9) (DOK 2,3)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
GRADE LEVEL EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

Iowa Student Standards
Language Arts
 Grade 5 - Adopted: 2016

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
STRAND / COURSE	IA.W.5.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
STRAND / COURSE	IA.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)
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GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)
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STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

STRAND / COURSE IA.RI.5. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

STRAND / COURSE IA.RI.5. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

STRAND / COURSE IA.RI.5. **Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)

STRAND / COURSE IA.RI.5. **Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)

STRAND / COURSE IA.RF.5. **Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION RF.5.4.a. Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)

GRADE LEVEL EXPECTATION RF.5.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)

STRAND / COURSE IA.W.5. **Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.5.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)

GRADE LEVEL EXPECTATION W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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DETAILED DESCRIPTOR	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions. (L.5.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016

STRAND / COURSE IA.RI.5. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

STRAND / COURSE IA.RI.5. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
STRAND / COURSE	IA.W.5.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
STRAND / COURSE	IA.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions. (L.5.1) (DOK 1,2)

GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3) (DOK 3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9) (DOK 2,3)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions. (L.5.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)

DETAILED DESCRIPTOR RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

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

Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016

STRAND / COURSE	IA.RL.5.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)

STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
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STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

DETAILED DESCRIPTOR	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)
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DETAILED DESCRIPTOR	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)
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STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
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ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)

GRADE LEVEL EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

Iowa Student Standards

Language Arts

Grade 5 - Adopted: 2016

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
STRAND / COURSE	IA.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)

GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
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DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
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**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. (W.5.2) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
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Grade 5 - Adopted: 2016

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3) (DOK 3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
STRAND / COURSE	IA.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)

GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)

GRADE LEVEL EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
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DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
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DETAILED DESCRIPTOR	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)
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DETAILED DESCRIPTOR	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)
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STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
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DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
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DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) (DOK 1,2,3)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)
DETAILED DESCRIPTOR	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) (DOK 2,3,4)
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK 1,2)

STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
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DETAILED DESCRIPTOR	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
STRAND / COURSE	IA.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English

DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE IA.L.5. Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

Iowa Student Standards
Language Arts
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STRAND / COURSE IA.RL.5. Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)

STRAND / COURSE IA.RL.5. Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5) (DOK 2,3)
DETAILED DESCRIPTOR	RL.5.6.	Describe how a narrator's or speaker's point (perspective) of view influences how events are described. (RL.5.6) (DOK 2,3,4)
STRAND / COURSE	IA.RL.5.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 3,4)
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.5.9.a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9) (DOK 2,3)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)

GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
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STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)
GRADE LEVEL EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) (DOK 2,3,4)

STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE	IA.L.5.	Language Standards
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ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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**Iowa Student Standards
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STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5) (DOK 2,3)
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DETAILED DESCRIPTOR	RL.5.6.	Describe how a narrator's or speaker's point (perspective) of view influences how events are described. (RL.5.6) (DOK 2,3,4)
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STRAND / COURSE **IA.RL.5. Reading Standards for Literature**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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DETAILED DESCRIPTOR	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)
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STRAND / COURSE **IA.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
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GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (W.5.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6) (DOK 1,2)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9) (DOK 2,3)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. (SL.5.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)

STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4)

GRADE LEVEL EXPECTATION L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) (DOK 2,3,4)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)

**Iowa Student Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND / COURSE **IA.RI.5. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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DETAILED DESCRIPTOR RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)

STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
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DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)
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DETAILED DESCRIPTOR	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)
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STRAND / COURSE **IA.W.5. Writing Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
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DETAILED DESCRIPTOR	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4)
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STRAND / COURSE **IA.SL.5. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
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DETAILED DESCRIPTOR	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)
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STRAND / COURSE **IA.L.5. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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