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

lowa 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
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
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
DET AILED 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
DET AILED DESCRIPT OR	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	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.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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
DET AILED DESCRIPT OR	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)

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 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
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	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
DETAILED DESCRIPTOR	KF.3.4.	Read with sufficient accuracy and nuelicy 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
DET AILED DESCRIPT OR	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
CONCEPT	W.5.4.	Production and Distribution of Writing 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)
CONCEPT AND/OR SKILL DETAILED	W.5.4. W.5.5.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
DETAILED DETAILED DESCRIPTOR		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) 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
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DETAILED	W.5.5.	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) 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) 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
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND /	W.5.5. W.5.6.	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) 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) 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)
CONCEPT AND/OR SKILLDETAILED DESCRIPTORDETAILED DESCRIPTORDETAILED DESCRIPTORSTRAND / COURSEESSENT IAL CONCEPT	W.5.5. W.5.6.	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) 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) 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) Writing Standards
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND / COURSE ESSENT IAL CONCEPT AND/OR SKILL DET AILED	W.5.5. W.5.6.	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) 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) 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) Writing Standards Research to Build and Present Knowledge

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
DET AILED DESCRIPT OR	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.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 2: WRITING FROM NOTES Week 3 Page 31-36
		lowa Student Standards Language Arts Grade 5 - Adopted: 2016
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL		Key Ideas and Details

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

CONCEPT AND/OR SKILL

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
DET AILED DESCRIPT OR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
		Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
DESCRIPT OR GRADE LEVEL	RF.5.4.a.	
GRADE LEVEL GRADE LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND /	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / COURSEESSENTIAL CONCEPT	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes
DESCRIPTORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED DESCRIPTORGRADE LEVEL	RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

STRAND / IA.W.5. Writing Standards COURSE

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 /	IA.W.5.	Writing	Standards
COURSE			

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge	
DET AILED DESCRIPT OR	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 /	IA.SL.5.	Speaking and Listening Standards
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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
DET AILED DESCRIPT OR	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
	IA.L.5.	Language Standards Conventions of Standard English
COURSE ESSENTIAL CONCEPT	IA.L.5. L.5.2.	
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.5.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND /	L.5.2. L.5.2.e.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.5.2. L.5.2.e.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1) Language Standards
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	L.5.2.e. IA.L.5.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1) Language Standards Knowledge of Language
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.5.2.e. IA.L.5.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1) Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

DET AILED DESCRIPT OR	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 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		lowa 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.5.2.	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	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR	111.5.4.	
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
DET AILED DESCRIPT OR	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
CONCEPT	W.5.4.	Production and Distribution of Writing 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)
CONCEPT AND/OR SKILL DETAILED	W.5.4. W.5.5.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
DETAILED DETAILED DESCRIPTOR		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) 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
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DETAILED	W.5.5.	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) 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) 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
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND /	W.5.5. W.5.6.	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) 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) 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)
CONCEPT AND/OR SKILLDETAILED DESCRIPTORDETAILED DESCRIPTORDETAILED DESCRIPTORSTRAND / COURSEESSENT IAL CONCEPT	W.5.5. W.5.6.	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) 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) 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)
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND / COURSE ESSENT IAL CONCEPT AND/OR SKILL DET AILED	W.5.5. W.5.6.	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) (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) (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) (Writing Standards Research to Build and Present Knowledge

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
DET AILED DESCRIPT OR	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.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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
DET AILED DESCRIPT OR	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
DET AILED 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
DET AILED 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
DET AILED DESCRIPT OR	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 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		lowa 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	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
DESCRIPTOR		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
DET AILED DESCRIPT OR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
	RF.5.4. RF.5.4.a.	
DESCRIPTOR GRADE LEVEL	RF.5.4.a.	
GRADE LEVEL GRADE LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK
DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND / COURSEESSENTIAL CONCEPT	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards
DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED DESCRIPT ORGRADE LEVEL	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event

STRAND / IA.W.5. Writing Standards COURSE

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 /	IA.W.5.	Writing	Standards
COURSE			

ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DET AILED DESCRIPT OR	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 /	IA.SL.5.	Speaking and Listening Standards
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
	L.5.2.e. IA.L.5.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)
EXPECTATION		
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT		Language Standards
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	IA.L.5.	Language Standards Knowledge of Language
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	IA.L.5.	Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	IA.L.5. L.5.3.a.	Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3)
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	IA.L.5. L.5.3.a. L.5.3.b.	Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) (DOK 2,3,4)
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	IA.L.5. L.5.3.a. L.5.3.b.	Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3) (DOK 2,3,4) Language Standards

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)
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 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
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 / IA.L.5. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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

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
DET AILED DESCRIPT OR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
	RF.5.4 . RF.5.4.a.	
DESCRIPTOR GRADE LEVEL		Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL GRADE LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND /	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND / COURSEESSENTIAL CONCEPT	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED DESCRIPT ORGRADE LEVEL	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
DESCRIPTORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED DESCRIPTORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATION	RF.5.4.a. RF.5.4.d. IA.W.5. W.5.2.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND / COURSE	IA.L.5.	Language Standards	
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use	
DET AILED DESCRIPT OR	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 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			

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
DET AILED DESCRIPT OR	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
	IA.W.5.	Writing Standards Text Types and Purposes
COURSE ESSENTIAL CONCEPT	IA.W.5. W.5.2.	-
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED		Text Types and Purposes
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	W.5.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL GRADE LEVEL	W.5.2. W.5.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	W.5.2. W.5.2.a. W.5.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

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)

audience. (Grade-specific expectations for writing types are defined in standards 1-3 above) (W.5.4) (DOK 3,4)

AND/OR SKILL

DETAILED DESCRIPTOR

DETAILED

DESCRIPTOR

W.5.4.

W.5.5.

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
DET AILED 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
DET AILED 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)

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	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
DET AILED 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
DET AILED 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 9 Page 77-84
		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

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

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
		Deed with sufficient accuracy and fluency to support accuracy
DET AILED DESCRIPT OR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
		Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
DESCRIPT OR GRADE LEVEL		Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL GRADE LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND /	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / COURSEESSENTIAL CONCEPT	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes
DESCRIPTORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED DESCRIPTORGRADE LEVEL	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

COURSE		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.
	W.5.9. W.5.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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)
GRADE LEVEL		Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
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)
GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	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) Writing Standards
DESCRIPTOR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	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) Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
DESCRIPTOR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /	W.5.9.b. IA.W.5. W.5.10.	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) Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3.4)
DESCRIPTOR GRADE LEVEL EXPECTATION STRAND / COURSE BESSENTIAL DETAILED DESCRIPTOR STRAND / COURSE	W.5.9.b. IA.W.5. W.5.10.	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) Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10) (DOK 2,3,4) Speaking and Listening Standards

STRAND /

IA.W.5. Writing Standards

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.SL.5.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
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 /	IA.L.5.	Longuago Stondardo
COURSE	IA.L.J.	Language Standards
	IA.L.J.	Conventions of Standard English
COURSE ESSENTIAL CONCEPT	L.5.1.	
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.5.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND /	L.5.1. L.5.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.5.1. L.5.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2) Language Standards
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	L.5.1.d. I.A.L.5.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.5.1.d. IA.L.5.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2) Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DET AILED DESCRIPT OR	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND / IA.L.5. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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 5: WRITING FROM PICTURES Week 10 Page 85-92

lowa 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
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
DET AILED DESCRIPT OR	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
	IA.W.5.	Writing Standards Text Types and Purposes
COURSE ESSENTIAL CONCEPT	IA.W.5. W.5.2.	-
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED		Text Types and Purposes
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	W.5.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL GRADE LEVEL	W.5.2. W.5.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	W.5.2. W.5.2.a. W.5.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.5.2. W.5.2.a. W.5.2.b. W.5.2.d.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4) Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English

DET AILED DESCRIPT OR	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

STRAND / IA.L.5. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED 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 /	IA.L.5.	Language Standards
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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 5: WRITING FROM PICTURES Week 11 Page 93-100

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
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
DET AILED DESCRIPT OR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
	RF.5.4 . RF.5.4.a.	
DESCRIPTOR GRADE LEVEL		Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2)
GRADE LEVEL GRADE LEVEL	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND /	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND / COURSEESSENTIAL CONCEPT	RF.5.4.a. RF.5.4.d.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONSTRAND / COURSEESSENTIAL CONCEPT AND/OR SKILLDET AILED DESCRIPT ORGRADE LEVEL	RF.5.4.a. RF.5.4.d. IA.W.5.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / COURSEESSENT IAL CONCEPT AND/OR SKILLDET AILED DESCRIPT ORGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATION	RF.5.4.a. RF.5.4.d. IA.W.5. W.5.2.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2) Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
EXPECTATION		

STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 5: WRITING FROM PICTURES Week 12 Page 101-110
		Iowa Student Standards
		Language Art s Grade 5 - Adopted: 2016
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
	W.5.3.d. IA.W.5.	
EXPECTATION		3,4)
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT		3,4) Writing Standards
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	IA.W.5.	3,4) Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED	IA.W.5. W.5.4.	3,4) Writing Standards Production and Distribution of Writing 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) 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
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DETAILED DETAILED	IA.W.5. W.5.4. W.5.5.	3,4) Writing Standards Production and Distribution of Writing 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) 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) 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
EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND /	IA.W.5. W.5.4. W.5.5. W.5.6.	3,4) Writing Standards Production and Distribution of Writing 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) 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) 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)

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.5.2.	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
DET AILED DESCRIPT OR	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.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)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	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

DET AILED L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
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GRADE LEVEL L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (L.5.3) (DOK 2,3,4) EXPECTATION

STRAND / IA.L.5. Language Standards COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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 /	IA.L.5.	Language Standards
COURSE		

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 13 Page 111-122

lowa Student Standards

Language Arts

Grade 5 - Adopted: 2	5 -	Adopted:	2016
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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
DET AILED 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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 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)
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
DET AILED 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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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.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
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
DET AILED DESCRIPT OR	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
CONCEPT	W.5.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONCEPT AND/OR SKILL DET AILED	W.5.2. W.5.2.a.	
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL		Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL GRADE LEVEL	W.5.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	W.5.2.a. W.5.2.b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.5.2.a. W.5.2.b. W.5.2.d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4) Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	W.5.2.a. W.5.2.b. W.5.2.d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4) Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (DOK 3,4) Writing Standards

DETAILED W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as DESCRIPTOR 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 / IA.W.5. Writing Standards COURSE

COURSE		
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense. (L.5.1) (DOK 1,2)
EXPECTATION		

ST RAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 7: INVENTIVE WRITING Week 16 Page 139-146
		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

AND/OR SKILL

DET AILED DESCRIPT OR	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)
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
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		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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152
		lowa Student Standards Language Arts Grade 5 - Adopted: 2016
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL	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)

EXPECTATION

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
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		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
DET AILED 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
DET AILED DESCRIPT OR	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
DET AILED 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)
		UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

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
DET AILED 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)
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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.5.6.	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 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
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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
EXPECTATION		topic. (W.5.2) (DOK 3,4)

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

STRAND /	IA.W.5.	Writing	Standards
COURSE			

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
DET AILED 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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 8: FORMAL ESSAY MODELS Week 20 Page 177-194
		lowa 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.5.8.	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W.5.2. W.5.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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)
DESCRIPTOR GRADE LEVEL		Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
DESCRIPT ORGRADE LEVELEXPECTATIONGRADE LEVELEXPECTATIONGRADE LEVEL	W.5.2.a. W.5.2.b.	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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4)
DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.5.2.a. W.5.2.b. W.5.2.d.	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) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4) Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.5.2) (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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 8: FORMAL ESSAY MODELS Week 21 Page 195-216

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216

lowa Student Standards

Language Arts

Grade 5 - Adopted: 2016

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)

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED 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
DET AILED 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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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		Conventions of Standard English

AND/OR SKILL

DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 9: FORMAL CRITIQUE Week 22 Page 217-232

lowa 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.5.2.	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED 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
DET AILED DESCRIPT OR	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
DET AILED 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
DET AILED DESCRIPT OR	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
CONCEPT	L.5.4.	Vocabulary Acquisition and Use 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.

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 9: FORMAL CRITIQUE Week 23 Page 233-244
		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.5.2.	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)
ST RAND / 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
DET AILED DESCRIPT OR	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 /	IA.W.5.	Writing	Standards
COURSE			

ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED 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
DET AILED DESCRIPT OR	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	I
COURSE	

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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
DET AILED 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)

ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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 9: FORMAL CRITIQUE Week 24 Page 245-245
		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
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
DET AILED DESCRIPT OR	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)
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		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)

moreover, in addition). (L.5.6) (DOK 1,2)