

Structure and Style for Students

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

Idaho Content Standards

Language Arts

Grade 5 - Adopted: 2022

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-RF.	Reading Fluency (RF)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
----------------	-----------	---

STANDARD / COURSE **5.ODC- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
--	------------------	---------------------------------

GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
----------------	-------------	--

GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.
----------------	-------------	--

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE	5.GC-GU.1f.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-------------	---

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

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE **5.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
----------------	------------	--

STANDARD / COURSE **5.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA	5.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
----------------	-----------	--

STANDARD / COURSE **5.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	5.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	5.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.
STANDARD / COURSE	5.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

OBJECTIVE	5.GC-GU.1f.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-------------	---

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

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

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
----------------	------------	--

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA	5.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
----------------	-----------	--

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
----------------	------------	---

STANDARD / COURSE **5.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-RF.	Reading Fluency (RF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
----------------	------------	---

STANDARD / COURSE **5.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
-----------------------	-------------------	--

OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
-----------	-------------	--

STANDARD / COURSE **5.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
-----------	-------------	--

STANDARD / COURSE **5.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
----------------	------------	--

STANDARD / COURSE **5.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	5.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.
STANDARD / COURSE	5.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

OBJECTIVE 5.GC-GU.1f. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / COURSE 5.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	5.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-L.	Literature (L)
GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-L.5a.	Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.
OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
OBJECTIVE	5.RC-L.5c.	Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.
OBJECTIVE	5.RC-L.5d.	Explain how a narrator's or speaker's point of view influence how events are described in stories, plays, or poems.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA 5.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 5.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **5.ODC-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
--	------------------	---------------------------------

GLE / BIG IDEA 5.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.

GLE / BIG IDEA 5.ODC-OC.4. Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

OBJECTIVE 5.GC-GU.1f. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / COURSE 5.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

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

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
----------------	------------	---

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-L.	Literature (L)
GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE	5.RC-L.5a.	Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.
-----------	------------	--

OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
-----------	------------	--

OBJECTIVE	5.RC-L.5c.	Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.
-----------	------------	---

OBJECTIVE	5.RC-L.5d.	Explain how a narrator's or speaker's point of view influence how events are described in stories, plays, or poems.
-----------	------------	---

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
-----------	-------------	--

OBJECTIVE	5.VD-WB.1c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.
-----------	-------------	--

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
-----------	-------------	--

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	5.ODC-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
STANDARD / COURSE	5.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
STANDARD / COURSE	5.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022

STANDARD / COURSE 5.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 5.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE 5.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-L.	Literature (L)
--	----------------	-----------------------

GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
-----------------------	------------------	--

OBJECTIVE 5.RC-L.5a. Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.

OBJECTIVE 5.RC-L.5b. Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.

OBJECTIVE 5.RC-L.5c. Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.

OBJECTIVE 5.RC-L.5d. Explain how a narrator's or speaker's point of view influence how events are described in stories, plays, or poems.

STANDARD / COURSE 5.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE 5.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE 5.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 5.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **5.ODC-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
--	------------------	---------------------------------

GLE / BIG IDEA 5.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

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

Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-RF.	Reading Fluency (RF)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
-----------------------	-------------------	--

OBJECTIVE 5.RC-NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA 5.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
--	-----------------	---

GLE / BIG IDEA 5.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA 5.W-RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
----------------	------------	---

STANDARD / COURSE **5.ODC- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
--	------------------	---------------------------------

GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
----------------	-------------	--

GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.
----------------	-------------	--

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

OBJECTIVE	5.GC-GU.1f.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-------------	---

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

STANDARD / COURSE **5.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	5.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	5.W-	Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE 5.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

STANDARD / COURSE 5.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

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

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-RF.	Reading Fluency (RF)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
-----------------------	-------------------	--

OBJECTIVE 5.RC-NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA 5.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
--	-----------------	---

GLE / BIG IDEA 5.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA 5.W-RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
----------------	------------	---

STANDARD / COURSE **5.ODC- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
--	------------------	---------------------------------

GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
----------------	-------------	--

GLE / BIG IDEA	5.ODC-OC.4.	Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.
----------------	-------------	--

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

OBJECTIVE	5.GC-GU.1f.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
-----------	-------------	---

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

STANDARD / COURSE **5.RC- Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	5.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
OBJECTIVE	5.RC-NF.6c.	Explain how series of chapters or sections fit together to provide the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)

GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE 5.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE 5.RS- **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
--	-----------------	---

GLE / BIG IDEA 5.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE 5.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA 5.W-RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE 5.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE 5.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE 5.GC-GU.1b. Recognize and correct inappropriate shifts in verb tense and number.

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

STANDARD / COURSE 5.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
----------------	------------	---

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
-----------	-------------	--

OBJECTIVE	5.RC-NF.6c.	Explain how series of chapters or sections fit together to provide the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).
-----------	-------------	--

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
-----------	-------------	--

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
-----------	-------------	--

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
--	-----------------	---

GLE / BIG IDEA 5.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE 5.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA 5.W-RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE 5.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE 5.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE 5.GC-GU.1b. Recognize and correct inappropriate shifts in verb tense and number.

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

STANDARD / COURSE 5.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE 5.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE 5.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE 5.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE 5.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE 5.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE 5.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE 5.GC-GU.1b. Recognize and correct inappropriate shifts in verb tense and number.

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
STANDARD / COURSE	5.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

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

Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022

STANDARD / COURSE 5.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 5.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE 5.RC- **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
-----------------------	-------------------	--

OBJECTIVE 5.RC-NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.

STANDARD / COURSE 5.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE 5.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE 5.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE 5.RS- **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA 5.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

STANDARD / COURSE 5.RS- **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
--	-----------------	---

GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
----------------	------------	--

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
----------------	-----------	---

GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
----------------	-----------	---

GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	--

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
----------------	------------	---

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

Idaho Content Standards

Language Arts

Grade 5 - Adopted: 2022

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
-----------------------	-------------------	--

OBJECTIVE 5.RC-NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA 5.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
--	-----------------	---

GLE / BIG IDEA 5.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
----------------	-----------	---

GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	--

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
----------------	------------	---

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

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

Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
----------------	------------	--

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
-----------------------	-------------------	--

OBJECTIVE 5.RC-NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA 5.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
--	-----------------	---

GLE / BIG IDEA 5.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA 5.W-RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
----------------	------------	---

STANDARD / COURSE **5.ODC- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-DC.	Digital Communications (DC)
--	------------------	------------------------------------

GLE / BIG IDEA	5.ODC-DC.6.	Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
----------------	-------------	---

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

STANDARD / COURSE **5.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
-----------------------	-------------------	---

OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
-----------	-------------	--

STANDARD / COURSE **5.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
----------------	------------	--

STANDARD / COURSE **5.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
----------------	-----------	---

GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	--

STANDARD / COURSE **5.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
----------------	------------	---

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

Idaho Content Standards

Language Arts

Grade 5 - Adopted: 2022

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA 5.RS-IP.1. Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.3. Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

STANDARD / COURSE 5.GC- **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.VD- **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE 5.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE 5.W- **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE 5.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

STANDARD / COURSE 5.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
-----------------------	-------------------	--

OBJECTIVE 5.RC-NF.6a. Explain the central ideas of texts, including how they are developed using details; summarize texts.

OBJECTIVE 5.RC-NF.6e. Integrate information from several texts on the same event or topic to demonstrate a coherent understanding of the information.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.1a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
--	-----------------	---------------------------

GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
-----------------------	-------------------	---

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	5.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

STANDARD / COURSE 5.GC- Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
OBJECTIVE	5.RC-NF.6e.	Integrate information from several texts on the same event or topic to demonstrate a coherent understanding of the information.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE **5.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
--	-----------------	--

GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
STANDARD / COURSE	5.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
STANDARD / COURSE	5.GC-	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

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

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA 5.RC-TC.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA 5.RC-V.2. Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA 5.RC-TE.3. Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.

STANDARD / COURSE 5.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-NF.	Nonfiction Text (NF)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
-----------------------	-------------------	--

OBJECTIVE	5.RC-NF.6a.	Explain the central ideas of texts, including how they are developed using details; summarize texts.
OBJECTIVE	5.RC-NF.6e.	Integrate information from several texts on the same event or topic to demonstrate a coherent understanding of the information.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
STANDARD / COURSE	5.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	5.RS-IP.1.	Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images.
STANDARD / COURSE	5.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
--	-----------------	---

GLE / BIG IDEA	5.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
----------------	------------	--

STANDARD / COURSE **5.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
----------------	-----------	---

GLE / BIG IDEA	5.W-RW.5.	Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.
----------------	-----------	---

GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)
----------------	-----------	--

STANDARD / COURSE **5.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA	5.W-HWK.8.	Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.
----------------	------------	---

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

STANDARD / COURSE **5.GC- Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
----------------	------------	--

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
--	----------------	---

GLE / BIG IDEA	5.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
----------------	-----------	--

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
--	-----------------	------------------------------

GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
----------------	------------	---

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-L.	Literature (L)
--	----------------	-----------------------

GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
-----------------------	------------------	--

OBJECTIVE	5.RC-L.5a.	Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.
-----------	------------	--

OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
-----------	------------	--

OBJECTIVE	5.RC-L.5c.	Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.
-----------	------------	---

OBJECTIVE	5.RC-L.5d.	Explain how a narrator's or speaker's point of view influence how events are described in stories, plays, or poems.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.
OBJECTIVE	5.VD-WB.2b.	Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
STANDARD / COURSE	5.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	5.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	5.W-RW.4.	Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.
GLE / BIG IDEA	5.W-RW.6.	With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **5.ODC-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
--	------------------	---------------------------------

GLE / BIG IDEA 5.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
--	-----------------	-------------------------------

GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
-----------------------	-------------------	--

OBJECTIVE 5.GC-GU.1c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
--	----------------	----------------------

GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.
-----------------------	------------------	---

OBJECTIVE 5.GC-M.2c. Underlining, quotation marks, or italics to indicate titles of works.

STANDARD / COURSE **5.RC-** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TC.	Text Complexity (TC)
--	-----------------	-----------------------------

GLE / BIG IDEA	5.RC-TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	5.RC-V.2.	Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	5.RC-TE.3.	Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.
STANDARD / COURSE	5.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.RC-L.	Literature (L)
GLE / BIG IDEA	5.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	5.RC-L.5a.	Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.
OBJECTIVE	5.RC-L.5b.	Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.
OBJECTIVE	5.RC-L.5c.	Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.
OBJECTIVE	5.RC-L.5d.	Explain how a narrator's or speaker's point of view influence how events are described in stories, plays, or poems.
STANDARD / COURSE	5.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	5.VD-WB.1a.	Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-WB.	Word Building (WB)
GLE / BIG IDEA	5.VD-WB.2.	Determine how words and phrases provide meaning and nuance to grade-level texts.

OBJECTIVE 5.VD-WB.2b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA 5.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA 5.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 5.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.

GLE / BIG IDEA 5.W-RW.6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-HWK.	Handwriting and Keyboarding (HWK)
--	-----------------	--

GLE / BIG IDEA 5.W-HWK.8. Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.

STANDARD / COURSE **5.ODC-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.ODC-OC.	Oral Communications (OC)
--	------------------	---------------------------------

GLE / BIG IDEA	5.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.
----------------	-------------	--

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	5.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	5.GC-GU.1c.	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.
-----------	-------------	---

STANDARD / COURSE **5.GC-** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.GC-M.	Mechanics (M)
GLE / BIG IDEA	5.GC-M.2.	Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

OBJECTIVE	5.GC-M.2c.	Underlining, quotation marks, or italics to indicate titles of works.
-----------	------------	---

UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245

**Idaho Content Standards
Language Arts
Grade 5 - Adopted: 2022**

STANDARD / COURSE **5.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.VD-AV.	Academic Vocabulary (AV)
--	-----------------	---------------------------------

GLE / BIG IDEA	5.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal contrast, addition, connection, and other logical relationships (e.g., therefore, for example, meanwhile, on the other hand). Use these words in discussions and writing.
----------------	------------	--

STANDARD / COURSE **5.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	5.W-RW.	Range of Writing (RW)
--	----------------	------------------------------

GLE / BIG IDEA	5.W-RW.3.	Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.
----------------	-----------	---